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The Hamilton College Spectator

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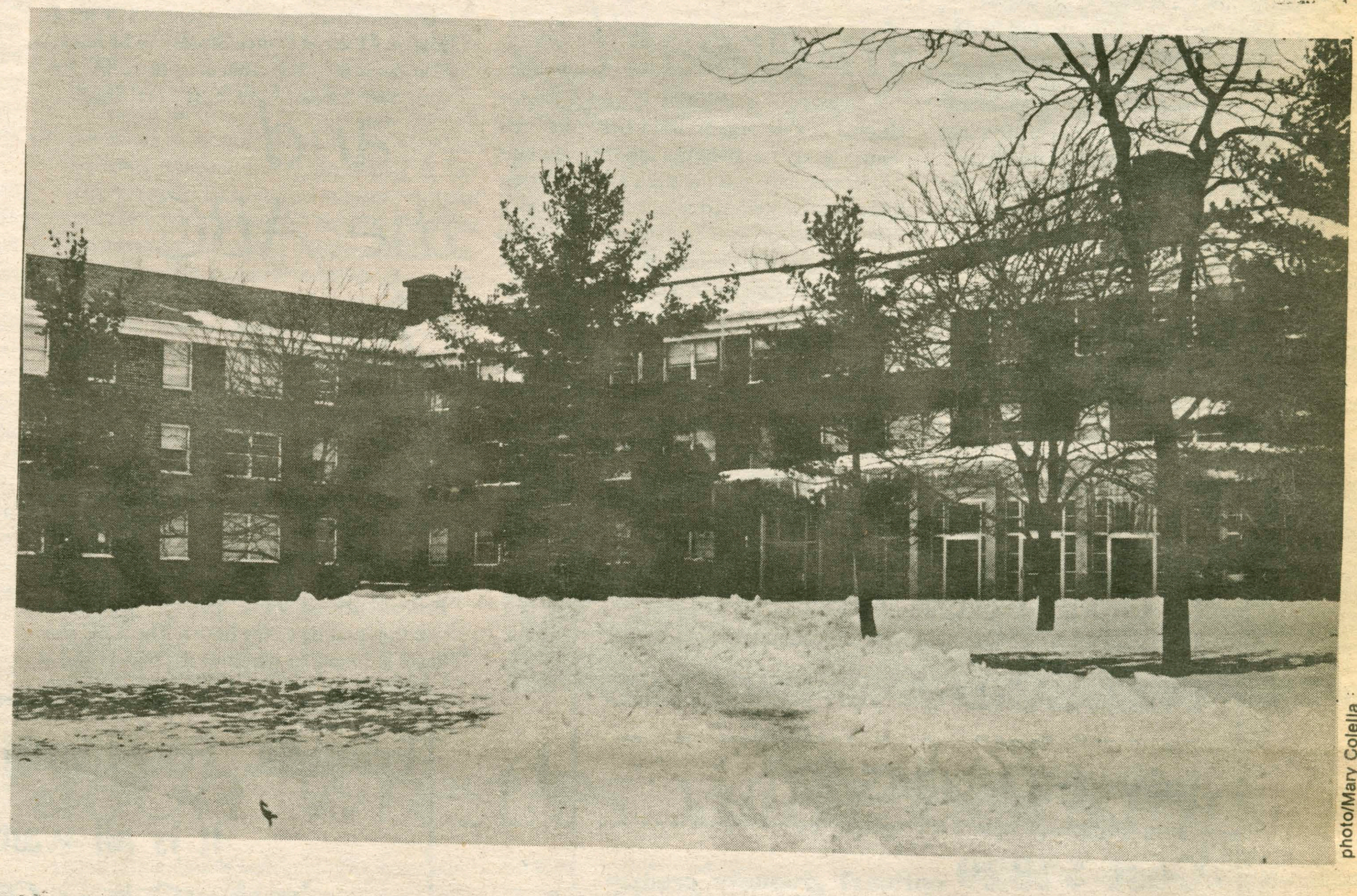
Housing pinch on campus



photo/Mary Colella

by Peggy Field

Concern over the need to house students in hurriedly constructed Dunham basement rooms and the quickly renovated Millbank classroom has led to campus-wide debate and speculation on the causes and solutions of housing difficulties at Hamilton. Students hold a wide range of opinions on the issue and crowded conditions still exist despite construction of the new rooms.

John Blau '86 and Lorne Harris'86 moved into Dunham basement rooms when they returned to Hamilton for spring, after spending fall abroad. The two share a room which, according to Blau's measurements, is approximately 130 square feet, whereas a single in Major is approximately 120 square feet.

"I knew when we came back that we weren't going to get the best room on campus," explains Blau. "What I'm mad about is that the administration purposely ignored this issue. They're ignoring it to build a pool and a theater." Blau and Harris believe that they should have some of their money reimbursed because of the small size of the room.

Another complaint about one of the new roome in Dunham involves the "lack of foresight" in some aspects of the rooms' construction. Keith Stover '86 lives in a single room which is part of a five-person complex. Although he thinks the room itself is adequate, he says that "the noise is a real problem." On the other side of one of the walls of his room is the year-old lounge where students play fooseball and pool. The administration has told Stover that the lounge will be locked at midnight, but he still has had to contend with parties which begin between 2:30 and 3:00 am on weeknights. In his opinion, "losing one night's sleep in two weeks is still too much."

Chris Letta '87 also lives in a double in Dunham basement. His room is consideralby larger that Blau's and Harris', and his opi-

(continued on page 3)

Group moves for expanded study

by Kanchalee Svetvilas

The newly formed Ad Hoc Committee on Afro-American studies began campus-wide circulation of a petition yesterday. The petition calls on the college to commit itself to incorporating Afro-American studies into the present curriculum.

The committee was conceived and created by a group of students concerned about the absence of a program that focused on the Afro-American cultural experience.

"There are many misconceptions and prejudices about black people and black culture in this community. I don't hold the students fully responsible; the system is at fault. We haven't been given the opportunity to learn about black culture at Hamilton," said Mason Ashe, a member of the Ad Hoc committee.

"Due to the lack of a proper educational opportunity, Hamilton students leave here with tunnel vision, not really recognizing the major contributions that blacks have made in shaping this country.

The Ad Hoc Committee points to the academic purposes and goals of the Hamilton College Course Catalogue which states: "The central purpose of the college is. . .to prepare students for a life of enrichment and constructive influence free of the twin provincialisms of ignorance and arrogance." By not providing an Afro-American studies program, the committee argues the college is not fulfilling the purpose of a liberal arts education.

Randall Petrie '88, another member of the Ad Hoc committee, feels one of the things a liberal arts education should provide is exposure to different cultures.

"It is our duty as students to become more aware and informed about other cultures," he said.

The Ad Hoc Committee also is stressing the issue of inter-racial communication, which it sees as lacking on the Hill.

"Instead of people getting closer, the gap seems to be widening. The situation does not seem to be changing for the better," said member Paul Ngobeni '86.

The Ad Hoc Committee feels an Afro-American Studies program would help close that gap.

"The program would lead to an increas-

Faculty alters pass/fail option

by Michael Genco

Aiming to reinforce the original intention of the pass/fail option and to prevent its abuse, the faculty, at their February 5 meeting toughened the present rules governing the pass/fail option. A student currently taking a course pass/fail need only earn a D- to recieve credit. If the student fails an F appears on his transcript but the failing grade is not included in the student's average. All this will change next year.

Beginning in the fall of '85, C- or better will be necessary to receive credit in a pass/fail course. Grades ranging from D+ to D- will not receive credit. Additionally, an F earned in a pass/fail course will be included in the academic average. What this means, according to Douglas Weldon, Associate Professor of Psychology and the chairman of the Committee on Acedemic Policy, is that, "Students will have to evaluate a course that they want to take under the new credit/no credit rule, more carefully."

As stated in the college catalogue, the option's purpose is "to encourage greater bredth in course selection." Installed along with the 4-1-4 curriculum schedule in 1969, the option is supposed to allow students to explore courses different from those they would usually consider taking, without the fear of recieving poor grades. There is a growing sentiment among the faculty that many students were, instead, using the option to gain an easy credit.

Professor Weldon explains, "The idea behind the change is to keep encouraging the student to experiment with different courses. But in the present system the students can take courses with the intention of putting a minimum amount of work into them."

According to Peter Millet, Associate Dean of Students, the changes should not intimidate the student who wishes to use the option for its intended purpose. On the average, 33 percent of a class never uses the pass/fail option over four years and fewer than 6 percent use it more than twice during their time at Hamilton, the changes should hit hardest those students who casually use the option to lighten their schedules.

Professor Weldon remarked, "The absence of abuse of the system will raise the intellectual atmosphere of the classroom."

Dean Millet sees the change as symptomatic of the conservative winds whistling through this country's academic halls. This trend has led schools similar to Hamilton to reestablish core curriculums and to abolish winter term.

Hamilton will be facing these issues over said Dean Millet

Campus Fund Drive begins

The first of two articles about the Campus Fund Drive.

The Hamilton Campus Fund Drive is now underway with a projected goal of $5000, up from last year's goal of $3200. "We think it's a modest goal," said Jeffrey Eaton, Hamilton's College Chaplain and the Fund Drive Coordinator.

The Fund will aid four organizations: Oxfam, Amnesty International, the ABC House, and the Hamilton College volunteers. In an interview on Monday, Eaton expressed hope that the Fund Drive would have the two-fold purpose beyond the obvious objective of raising money.

"I hope the Drive would serve as a kind of bridge for different people to meet and speak with one another in a constructive forum. I hope it would help bring the two sides of campus closer together. Also I see the Fund Drive as a way for students to express social conscience and social responsibility," he said.

Eaton went on to comment that the IDC has pledged $3000 and the IGC has pledged $2000. Several fundraising efforts are being attempted by individuals, and Eaton said he hoped to see more individual participation in the Drive.

"Let's face it, a lot more than $5000 dollars is spent on extracurricular activities here every weekend. I think we should raise a lot more money. We should exercise our consciousness a little better," Eaton said. He added the Drive would end officially at Commons Carnival. Any one wishing to aid in this year's Drive is asked to contact the Chaplain's office.

About Amnesty Internat'l...

Amnesty International is a worldwide Human Rights organization based in London. It's more than half a million members and subscribers in more than 150 countries, seek, as the organization's definition states, "the release of men and women detained anywhere for their beliefs, color, sex, ethnic origin, language, or religion." AI operates on a grass roots "group system" of which there are more than 3000 in 50 countries.

Each group is responsible for two "prisoners of conscience," as AI describes them. Pressure is levied by the group for the safety and release of the political prisoners through mailings, meetings with officials, and other tactics.

In addition to the group system, AI maintains a research division based in London which collects information on the treatment of prisoners of conscience throughout the world. This information is collected in coordination with, but not under the auspices of, the UN, UNESCO, the OAS, the OAU, and other governmental groups. This research culminates in the widely respected *Amnesty International Report*, which gives a nation by nation account of human rights throughout the world.

AI is independent of any government, economic interest or religious creed. The offices of AI in the United States can be reached at Amnesty International of the USA, 304 West 58th Street, New York, NY 10019.

...and the ABC House

by Robin Tuttle

Located just a few footsteps away from the dorms and buildings of Hamilton college is the ABC House. ABC stands for "A Better Chance," and within this house live nine minority students from urban areas who attend the Clinton Central High School. Living in the house as well are John and Mimie Fehlner and their three children. The Fehlners are the house "parents" and supervise the running of the house. The ABC program is found throughout the nation and is supported completely by private donation.

The ABC House in Clinton must raise $40,000 each year to meet its expenses. This is accomplished through private donation (60-65 percent), local church donations (10-12 percent), and house-sponsored sales and events. The Bed and Breakfast program that houses all the parents that wish to stay in the Clinton area for this spring's graduation is a big donator. The money raised is used to pay rent on the house, utilities, insurance, food, and three visits home for each of the nine students. The students are responsible for personal items, and often have jobs.

To supplement the work of the live-in tutor, about 15-20 students donate their time to aid the ABC students in their academic work. The Fehlners stated that the student tutors are a great help, but tutors are needed after the Hamilton year ends, for the first three weeks of June.

The ABC program is, as Mr. Fehlner stated, "a program that works where many others have failed." Not only does the program benefit the students, but the community as well, as it fosters the exchange of different cultures and ideas.

Mr. Fehlner states that, "the main goal of the program is to provide an academic opportunity to minority students in order to enrich society by improving themselves." The nine students are selected to participate for their above average intelligence and willingness to work hard at adjusting to the academic and social challenges of the program. The ABC program prepares the students for college, and as Mrs. Fehlner proudly states, "Every boy that has graduated from our program has been accepted at a four-year college."

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Sign up by visiting or calling Julie North (x4412) at the C & D Office in McEwen, or contact the Phone-a-thon chairman, John MacAffer.

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Destruction rampant last fall term

by Tom Kuck

The student damage figure for Dunham this year represents a 382 percent leap over last year's figure.

The meteoric rise of Dunham's damages, however, is only part of an overall increase in campus-wide damage for which no one can be found to take responsibility. Total damage on campus for fall semester alone has increased $3,400 or 52 percent since last year, a fact which Assistant Dean of Students Donna R. Savage describes as "not exactly something to be proud of."

The cost of dorm damage is divided among the residents of each building, while general campus destruction is divided among all Hamilton students. According to Savage, the college depends upon the "honesty and maturity and sense of responsibility; of Hamilton students as well as "their obligation to report damage they witness or hear about." She has stated that in cases of accidental damage the person responsible pays only for repairs or replacement.

Willful damage results in a meeting between the Dean's office and the person responsible to "determine what other action to take besides payment for repairs/replacement."(See chart for student damage figures.)

There is a strong feeling in the Administration, however, that the figures do not accurately represent the situation. In Dunham, and around the campus, Dunham housing is considered below standard for Hamilton College. It is less spacious than older dorms on the Stryker side, and less appealing than the more modern Kirkland buildings. For these reasons, it is not a prime choice of upperclassmen in the housing lottery. A large proportion of freshmen reside in Dunham, many of whom have little experience living independently among a community of peers.

Despite all this, no more than a third of the damage in that dorm is the work of students residing there, according to an estimate given by a student advisor form the so-called "demo-dorm." Several Dunham residents point out that the central location of their dorm makes it a prime target for misguided "revellers" who are attending sporting events or traveling between the Kirkland and Stryker campuses.

One resident theorized that it would be more likely for a Minor resident to pass through Dunham and vandalize property than vice versa. There is a growing sentiment in Dunham that "demo," or demolition costs, should be borne equally by all students to avoid such problems.

No matter how the cost is divided, the fact remains that student damage is an unnecessary expense, and that, as the administration points out, "first and foremost...each individual is responsible for her or his behavior at all times."

STUDENT DAMAGE

Residence Hall	Fall '84 Damage	Fall '83 Damage
Afro Latin House	0	28.78
Bundy East	570.04	275.30
Bundy West	191.52	342.89
Carnegie	191.52	342.89
Commons Apartment	0	0
DKE Dormitory	25.52	0
Dunham	2,122.13	439.93
Kirkland	458.96	2,13.52
North	778.57	653.14
South	271.37	36.84
Wallace Johnson House	4.17	29.45
Fall Total Stryker Campus	$4,806.14	$3,931.23
Babbit	146.90	425.57
Keehn Co-op	100.00	10.01
Major	108.40	372.30
McIntosh	42.55	19.63
Milbank	943.80	0
Minor	197.65	294.34
Root	594.02	59.86
Fall Total Kirkland Campus	$2,133.32	$1,181.71
Dorm Damage	$6,939.46	$5,112.94
General Campus Damage	$4,400.05	$2,366.83
Total Damage	$11,339.51	$7,479.77

Administration wrestles with housing

by Maggie Clark

Housing students on campus this year, and especially this spring, proved to be a bigger problem than usual for the administration. In an interview on last Monday, Dean Savage gave some insight into how the problem arose.

The main problem which faced the housing committee this fall was the increase of student requests for housing on campus. The Assistant Dean of Students claimed that the problem with housing was not caused by the admissions office accepting too many first year students. At the time the class of '89 was accepted, there was enough room on campus to house all of them.

Problems arose because Psi-U is allowed to apply for reactivation at the end of this year, Dean Savage assures that "the need for additional housing will have no affect on the administration's decision to allow Psi-U to start again."

Current trends in housing also created problems. One such campus trend is that less and less students wish to live off-campus. Five years ago 50-60 students lived off-campus, as opposed to 28 last year and 18 this year. Another trend which was not foreseen by the administration was the decreasing number of juniors deciding to take a semester or a year abroad.

In previous years there was a trend toward fewer people living on campus during the spring semester. However, last year the numbers were equal each semester. The problem lay in the fact that the administration "did not realize that this would become a trend." Instead, they continued with their policy of "crowding people in the fall, and spreading things out in the spring." However, since we have 10 to 20 more students this spring than last fall, this strategy did not work as planned.

When it became apparent this spring that there were literally no spaces left but several people left to house, physical steps had to be taken. A classroom in Milbank was converted into a double bedroom. The basement of Dunham was also converted into several bedrooms in order to house the remaining students. Although it was thought that 19 people would be put in Dunham basement, some into "doubles the size of small singles", a few spaces opened up on campus and the rooms are not as crowded.

The disadvantage of converting the space in Dunham is that some student organizations lost their offices. This fact caused unrest between administrators, and "whether or not these rooms will remain as bedrooms has not been discussed." At the moment Deans Jervis and Savage have "differing opinions on the topic."

When asked how many people were involved with housing difficulties, Dean Savage said that only two people had any severe problems. Everyone knew that there was a space available somewhere on campus that was at least "adequate".

The main problems arose "with spaces that were difficult to fill . . . such as isolated spots like the Griffin Road apartments." Some problems came from flexibility and spaces only being available to either women or men. Overall, seniors got good housing whereas juniors were not as lucky. Yet the juniors were unhappy with the location of their housing and not the actual condition of the rooms. For example, "A single opened in Bundy and I had to go three or four people down the waiting list to find someone who wanted it."

The administration's attitude toward the housing situation of juniors was candidly described by Dean Savage when she said, "That's the lumps one takes." She says this attitude is based on the fact that, "this is the senior's last chance of housing and the juniors always have next year."

The above attitude also applies to juniors who plan on going away next year. When asked if anything is being done to guarantee juniors who go abroad better housing on their return, the direct reply was "no". Because "it is not possible to know what rooms will be available in the spring, no one can be promised a specific room." However, Dean Savage is aware that "students connive with others to arrange an open space in a double, triple, or quad which they can be guaranteed by the request of the occupants."

Although everyone was provided with 'decent' housing this year, steps are being taken to avoid a housing crunch next year. The class of '89 will be smaller than the class of '88 in order to ease pressure on housing. This will allow the administration to learn from this year's lesson and not crowd people in next fall. Also, the converted rooms may or may not be kept depending on the school's needs. Dean Savage believes that Hamilton will want a return on their investment and will keep the space as bedrooms."

At the moment, the campus is running on 100 percent capacity housing, and Dean Savage realizes that "a college should not run on such figures and should be reducing the figures for next year."

Housing squeeze

(continued from page 1)

nion is somwhat more positive: "My roommate and I spent the first three of four weeks of fall term trying to get out of a single in DKE and we couldn't do anything about it, so we're pretty satisfied." The Dunham basement residents did not appear concerned about the ground level view from their windows which face the parking lot.

Brad Gow '86 is one of the two students living in what was "the Milbank classroom." He says that he is "very happy" with his new room which looks nearly identical to any other Kirkland double. Asked how he feels aobut the administration's handling of the housing situation, Gow responded that he thinks Donna Savage, Assistant Dean of Students, has done an "exceptional job."

Most of the students experiencing housing difficulties, as well as many who are not, expressed a sympathetic attitude toward the Dean of Students office and Donna Savage's position. Much of the blame is directed toward the Admission Office. One senior complained that he and others in his suite were not informed in advance that a stranger was to be placed in their suite for spring term. He does not believe that it is entirely the fault of the Dean of Students, but attributes the problem to the Admission Office, and contends that they have "oversubscribed the college," and that this will in turn lead to problems for upcoming sophomores.

A first-year student said that she is "not very pleased" with her triple, which in previous years was used as a double. She resents what she views as the "college making making money" while she is inconvenienced.

Carla Miraldi '85 and Sandra Wagg '85 of the Housing Committee are eager to clear up what they say are misconceptions related to present housing problems. They argue that the class of 1984 was the largest class to attend Hamilton, and therefore the size of the class of 1988 is not to blame for the housing crunch. They point out the closing of DKE and Psi U and the difficulty in obtaining off-campus housing as more important factors. Wagg said that she believed the Admissions office is "realistic enough to know" when they have accepted too many freshmen.

Despite the fact that Dan O'Leary has attended a Student Housing Committee meeting to discuss the feasiblility of remodeling Psi U for use as a student residence hall, many students don't think the administration is doing enough. In one junior's opinion, "it's a matter of money and the administration would rather have a pool and an art center than buy fraternity houses."

Big business wants 'basics'

CPS Big business wishes higher education would get back to basics and leave specialization to the corporate classroom, a Carnegie Foundation for the Advancement of Teaching study says.

While most admit they're generally happy with their employees' educations, corporations spend up to $10Cmillion a year to educate workers, partly because colleges spend too little time teaching communication and problem solving skills, the study notes.

"Higher education is abandoning its own mission and purpose," claims Carnigie Foundation communications director Bob Hochstein.

"It's attempting to imitate and rival corporate education when liberal learning is the core of what higher education should be about,"he adds.

Corporate education has existed for decades to update employee technical skills, but company programs are "big and getting bigger" with the spread of high technology, Hochstein says.

Big business now educates millions of workers a year in courses ranging from remedial reading to nuclear physics, says study author Nell Eurich.

As a result, corporate schools must broaden their curricula to include math, reading and communication, basic skills that should be taught in college, she adds.

"Corporate education has become a matter of teaching basic skills as well as narrow specialization," Eurich explains. "These studies shouldn't have to be duplicated in corporate classrooms. Especially not for college graduates."

"There does appear to be a need for this kind of training," agrees Sylvia Galloway, spokeswoman for the American Council on Education.

"Many (corporate) programs look comparable to what's offered in a traditional college setting with lots of training in the basics," she says.

Corporations like Chesapeake and Potomac Telephone. Americal Sterilizer, Westinhouse, General Motors and A T and T offer emplotee educational opportunities rivalling tracitional colleges, Galloway says, and many offer accredited courses and degree programs.

"We don't necessarily aim at covering higher education deficiencies,"claims Terri Capatosto of McDonald's media relations department. "But we do offer 18 hours of accredited courses toward an associate degree in food service."

"We're generally happy with what we're seeing coming out of colleges,"she adds. "But we beed to take university training one step further."

We're broadening our curriculum beyond technology," agrees Steve Finn of McDonald's chief rival, Burger King.

"We offer general courses knowing they have many applications," he explains. "Thousands go through our program each year. We have a major interest in higher education."

Other corporations have similar interests, Carnegie's Hochstein notes, and higher education shoud take its cue from them.

"Higher education needs to evaluate the flexibility of its programs and its goal orientation and teach people to live responsibly in a complex world," Hochstein says. "Corporations are doing lots that is of interest in education andeducation leaders should recognize corporations as a new partner."

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Petition circulates for changes

continued from page 1

ed ease of communication and would help the community not to be as tentative with minority students," said committee member Kevin Hayden '85.

In the past, students have tried to talk to the administration and proposals were tabled for further discussion and faculty review. Late last spring, the Committee on Curriculum Reform, a faculty advisory board chaired by Professor Anechairico, proposed in its final report the creation of an Afro-American studies minor.

Said Anechairico, "I think it's a good idea. We have never brought the anthropology, government, literature and sociology courses on the subject together. A minor would unify those courses we do have and stimulate additional interest," he continued. "I think maybe the time is right as students are interested, to unite the courses we do have. There have been tentative moves in the past, I'd like to see something done."

Christine Johnson, director of Higher Education Opportunity Program, voiced similar sentiments in a letter to Anechairico and in an interview with the Spectator. For Johnson, understanding both cultures is a key element of a liberal arts education. Like Anechairico, Johnson believes there are courses and faculty already at Hamilton that could be integrated into such a program, although she also thinks some new people would have to be hired.

She said, "We have to learn about your culture; I think it is important for you to have a chance to learn about ours. My son has grown up here in Clinton, an essentially white community. When he goes to college this could be his first change to learn about his own culture. A liberal arts education should offer students the chance to learn about cultures other than their own.

Johnson said that she would like to see the incorporation of Afro-American studies into the curriculum, but is not sure the college can afford such a program.

According to a survey of liberal arts colleges nationwide, it is rare for a college of Hamilton's size to have a department in Afro-American studies. It is also rare, however, to have no program of study at all.

There are some obstacles to be overcome, in creating any new program of study at a school. Among these are economic contraints, the difficulty in training or retraining staff and uncertainty as to the way departments should have control. The Ad Hoc Committee for Afro-American studies believes these problems can be overcome.

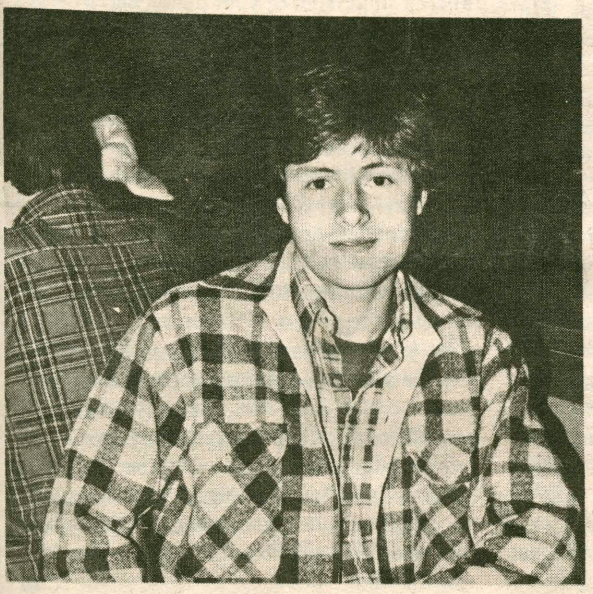
Dean Endy commented, "We haven't really looked into it. We need, probably, to do more than we have been doing. We need to look at ethnic cultures; we need to look more carefully at the possiblity of an Afro-American grouping, whether it be a full concentration or a minor. I suppose that it (Afro-American studies) could take a variety of forms."

The Dean emphasized that the decision would have to be made by the faculty and follow the normal channels. He said that the Committee on Academic Policy will advise the faculty and "I'm sure they will incorporate any student expression on the subject into its review." Dean Endy mentioned that the committee on Curriculum Reform last spring, "advised strongly to have an Afro-American studies minor, but 'The Committee on Academic Policy (CAP) hasn't done anything yet on the report'." The CAP will probably begin review of this issue late spring or next fall. Whatever the outcome, Dean Endy stressed "The faculty is the body that ultimately decides such issues."

The students on the Ad Hoc Committee for Afro-American Studies are Mason Ashe '85, Victor Arias '85, Aeon Cummings '85, Keviun Hayden '85, Paul Ngobeni '86, Randall Petrie' 88, Darryl Richardon '85, and Greg Thomas '85.

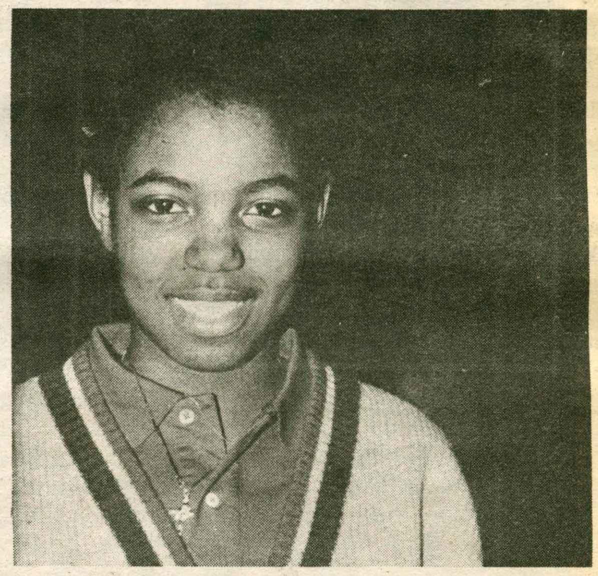
Inquiring Photographer:

What is your opinion on adding an Afro-American Studies program to the curriculum?

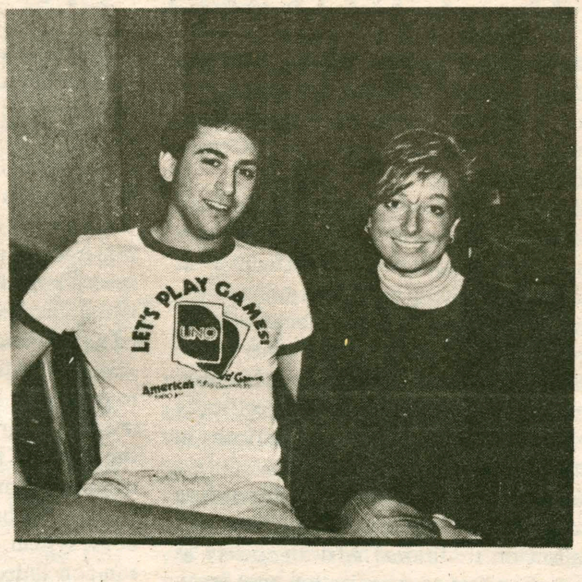


Pete Piro '87
I agree with the goals of the committee, but having just read the petition, I can't say I agree one hundred percent with what is outlined. Afro-American Studies would help alleviate the problem by adding greater perspective.

Michelle Mang '87
An Afro-American studies program is a must because blacks have always been an integral part of American society. It is a shame that so little emphasis is placed on the blacks major role in American history in our studies.



Ora-Anne E. Jarvis '88
I think it's a good idea because this program wil round out the curriculum and because Hamilto already has Asian studies, Women's studies and others. The Afro-Americans got completely lef out.



Bruce Miller '85 and Tara Avruskin '87
It is hard to believe a college of such high prestige does not incorporate such an important part of history into its curriculum.

Randall A. Petrie '88 (committee member)
Yes, I want an Afro-American studies program because "A man without knowledge of his past, is like a tree without it's roots."

photo/Monique Lui

Working hard or hardly working?

by Lori Rottenberg

photo/Monique Lui

We see them everywhere, but they are also where we don't realize they exist: doing the bidding of students, professors, and administrators alike. More than a job, but sometimes less than an adventure, work-study provides needy Hamiltonians with a part of the all-too-scarce funds that the rather exorbitant costs of our institution require. However, from interviewing work-study participants as well as "unworked" students, one can see that certain understandings in student opinion have evolved about the various campus occupations, despite their actual veracity.

Student workers can be found in almost every major division of college functions: the library system, the Athletic Complex, the Mail Center, Bristol, ARA, the administrative offices, and academic departments as aides to professors. Naturally, some jobs are harder than others, but unlike Real Life, the people who guard the back doors of Commons get paid the same flat rate as a student aide helping a professor do research for an upcoming book, and though both jobs were designed to provide a necessary service, it appears that this inequality is the source of the conspirational tone of student opinion on the work-study program. I use "conspiratorial" because both non-working students and working ones, especially those in the more demanding positions, feel as though other workers are "getting away with something" and are "just getting paid to do their homework."

Despite these negative feelings, however, everyone I spoke to liked their jobs, at worst finding them a necessary and slightly unstimulating evil. Workload and job employment seemed to vary with whomever was in charge. For instance, on talking to Bristol workers, I learned that "Mr. Wertz ran a tight ship," where worker absenteeism and conduct were more strictly admonished than in a work situation like the Field House ("one of the best jobs"), where these items are less closely supervised. Which boss was around at each job on a certain day also influenced workers' happiness (i.e., circulation assistants at Burke are more likely to have to do the dreaded task of "reading" book shelves to check for misplaced volumes, and Pub ID checkers and Bartenders are also more apt to enforce drinking ages when particular supervisors are present).

A trade-off exists between visibility and the amount of personal work a student may accomplish on duty. High visibility jobs such as those in Bristol, ARA, and Burke Library, are a good way to become well-known on campus, but environments like serving beer during a Wednesday Night Live, punching Validines in McEwen, or handling reserve reading requests from hyper Econ students the night before a test don't readily lend themselves to paper-writing or chapter-reading. On the other hand, pool lifeguards, Field House ID checkers, Game Room operators and Music, AV, and science library workers are in more secluded areas where it is possible to have more freedom to do homework and the like, but one loses the Big-Man/Woman-on-Campus feel a worker gets in a more public employment situation.

There are also harried behind-the-scene positions. Faculty assistants, depending on the current activities of the professors involved, do everything from xeroxing to extensive research. The benefits of this job, according to several aides, include extremely flexible hours and the status and sheer experience of being a prof's personal assistant. Another hidden type of work can be seen in administrative offices of the college such as Financial Aid and HEOP. Once again, like being an assistant, this sort of work is pressured because of the direct responsibility to satisfy adults in powerful positions rather than to just servicing other students, but it, too, carries extra weight on a resume.

While writing this article, I also found out about a couple of jobs I never even knew existed. Did you know someone sets up and supervises tutoring appointments in the Learning Center (that little room above the Mail Center)? I didn't. Or that there are knowledgeable students who hang out in the Computer Center solely to help the unknowledgeable? Now maybe I'll actually descend into that underground place someday. Or that some of those guys in the weight room are actually on duty (presumably to tape up Nautilus-induced injuries)? And no matter what the *Wag* said, students employed by the Mail Center do more than watch *All My Children*.

It should be noted that students have often little choice about into which positions they are placed by Mr. Kogut and Company ("Hi, I'm a first-year student—I'd like a job where I sit in front of your dining hall's back doors to prevent the entrance of intruders and the exit of toaster ovens"), and therefore do not deserve much of the abuse students give them. If there were absolutely, positively no use for some of these seemingly vestigal jobs, they wouldn't have been created in the first place, and it would have been just as easy for the financial aid office to tag another thousand dollars or two onto a grant or loan all in one lump rather than spread out over the course of the year.

As you may have noticed, no student's name is mentioned directly in this piece-they wanted it that way, for publically speaking honestly of one's job is often tricky. But I've found that if you want a real indicator of an on-campus job's mental strain, just measure the sheepishness of the smiles its workers give you when you ask them about it.

Richardson discusses the African novel

Channing Richardson, Bristol Emeritus Professor of International Affairs, gave a lecture "The African Novel: An Important Genre" at the Kirkland Art Center Wednesday.

Richardson began by saying "the African novel in general is not a political tract or a crusade, but simply portrays difficulties in adjustment." After a brief description of the conditions of today's Africa, he continued with a detailed examination of some major themes in African novels. By the term 'African novel', Richardson specifically refers to "literature written by Africans in Africa."

Some of the important themes Richardson cited were the impact of European colonialism on traditional African society as well as the effect of urbanization on African literature. Richardson then expressed dismay with many European's naive criticism of the complexities of African society.

The final portion of the lecture involved application of the above themes to two outstanding African novels: Chinua Achebe's *Things Fall Apart* and J.M. Coetzee's *The Life and Times of Michael K.* Richardson's discussion of the latter work was especially interesting. The novel itself is centered on a black South African with a speech impediment who attempts to survive in the apartheid system. The story is concerned with Michael K.'s confrontation with the vast South African bureaucracy when he tries to take his dying mother back into the countryside. After numerous problems, such as the denial of train tickets, Michael is forced to take his mother in a wheelbarrow. The violence Michael K. endured was the violence of the system, not physical violence. Richardson concluded by saying that the beauty of the African novel is "that you suffer as you read it, but the reading is never angry or brutish, only human."

Arts
The Spectator

Long and Norton perform in Minor

by K.A. Hershey

February 14 and 15 bring the Dance Department's Faculty Concert to Minor Theater. Professors Nancy Long and Leslie Norton, both recent additions to the Theatre and Dance Department, have been preparing this concert since the academic year began in September. With the assistance of Winter term guest Professor Lucy Rumack and seven Hamilton College dance students, the show "Dance Merge" is composed of six diverse dance pieces.

The program opens with a work choreographed by Long and Norton which is entitled "Valses," and has live piano accompaniment by April Kuhr, the department's accompanist. Both Long and Norton dance in the work, along with Peter B. Portnoy, a senior dance major at Hamilton.

Nancy Long choreographed the second piece on the program for Norton and herself. Based on music conposed by Carlos Santanna and Alice Coltrane, this modern duet is entitled "Flying Dreams."

"Brahms Hungarian Dance number 5" is a character ballet solo choreographed and performed by Leslie Norton, and again accompanied by April Kuhr on the piano. Norton has danced professionally with American Festival Ballet, Indianapolis Ballet Theater, and Rodger Hess Productions. She received the 1981 Monticello Award for her choreography and has a work included in the National Choreography Plan. Norton served on the dance faculty at the University of Oklahoma before coming to Hamilton as the Theatre and Dance Department's ballet teacher.

Winter term's Dance Workshop professor Lucy Rumack is a Kirkland graduate who returns to the Hill to dance in a trio with Norton and Long entitled "Triple." Rumack choreographed this work to music by Philip Glass, and her choreography will also be featured in the Student Dance Concert in March.

Nancy Long's solo work is a modern piece entitled "Koan." The piece was choreographed by Gray Veredon and uses music composed by Stephen Micus. Long has performed throughout the US and Europe with the New York City-based Joyce Trisler Danscompany. She has also appeared as a guest artist with Alvin Ailey, Jose Limon and Washington Opera Companies, as well as on a PBS-TV dance special in 1980. Long moved to Utica in 1983, and in addition to teaching modern dance classes at Hamilton, she is also co-director at the newly formed Utica Dance Works and is on the faculty of the Munson-Williams-Proctor Institute.

Closing the program is a work choreographed by Long and Norton to music by Carl Orff. The six dancers are all Hamilton College students, including senior dance major Ina Stephens, as well as Debra Borne, Kathleen Lynch, Heather Manspeizer, Susan Prockop, and Emily Sirkin.

"Dance Merge" will be performed at Hamilton College's Minor Theater tonight at 8 pm. Admission is free for students and $2 for the general public.

photo/Dave Tewksbury

Recent faculty additions Nancy Long and Leslie Norton in performance.

WHCL funks with the Fuzz Club

by Christopher Coffey

Tomorrow at 9 pm in the McEwen Dining Hall, Hamilton College students will experience the pure color and sound of the Fuzz Club. The Fuzz Club is a benefit for WHCL-FM which features four bands including Absolute Grey and the Hi-Tops. This benefit is expected to give WHCL the necessary funds so that the station can continue programming.

The organizers of this event are young men and women on the Hamilton College campus who are dedicated to both WHCL and New Music. This group of students has been called the "Fuzzy Animals" for reasons unknown and with the help of Mark Pisani, General Manager, has masterminded this event. The Fuzzy Animals, who include Carl Wieting, Tim Perell, Larry Towner, and Bob McMinn have all worked hard on this event, hoping to create an ideal Club atmosphere. According to the Fuzzies, this atmosphere will be casual—a gathering place where one may see New Music bands, which they define as "beyond the commercial realm."

The main attraction at the Fuzz Club will be Absolute Grey, a New Music band that plays its own brand of "psychedelic pop." Absolute Grey hails from Rochester, NY, and is WHCL's number one band this month. They agreed to play free of charge, despite the national recognition they are currently receiving. This month, they completed distributing deals with three record labels and also received a letter from Mitch (Let's Active) Easter praising their current album "Green House." Absolute Grey's new album was reviewed in *Rock Pool* magazine, which considered the record one of the better ones in the American music scene.

Also at the Fuzz Club will be the Hi-Tops, Three Imaginary Boys, the Fuzzy Animals, and a live disc jockey who will spin records between bands. While most students have been exposed to the music of the Hi-Tops, New York City's Three Imaginary Boys is still unfamiliar. Although they have not yet pressed vinyl, they have a large repertoire of original compositions and cover tunes. Most of the latter are by such bands as The Cure and Echo and the Bunnymen.

The last band at the Fuzz Club will be the Fuzzy Animals, who will play an unrehearsed set of original songs despite the fact that the lead singer is in the health center with chicken pox.

Admission to the Fuzz Club is two dollars with a Hamilton ID and three dollars for the general public; all proceeds will benefit WHCL. According to Alex Last, one of the station's first-year disc jockeys, "It will definitely be a very 'fuzzy' event."

Film: Alienation, twisted logic in *Man*

***Repo Man.* Written and directed by Alex Cox. Starring Harry Dean Stanton and Emilio Estevez.**

The emergence of punk rock has done much in the way of reassessing America's societal context. Its embodiment of extreme self-loathing nihilism, to the degree of loathing this self-loathing, has provided an exciting, highly paradoxical world view, particularly in its contrast to this Age of Reagan and "bringing America back." No other youth movement has so demonstrably, nor so bitterly, forced an awareness of the existential absurdity inherent in the post-industrial decay of America.

As a result of their depreciating qualities, however, the punk "movement" has caused its own decay and, with few exceptions, most punk rock has degenerated into stupidity. Most hardcore bands (notably Naked Lady Wrestlers and MDC, once Millions of Dead Cops, now Multi-Death Corp.) have come to the awareness of their own absurdity and now choke upon it. Yet it is this self-conscious, screaming black humor that remains, for those who understand punk's overall implications, as a wonderfully creative springboard for an assessment of individuals in this prepackaged society. One of these "inspired" young artists is writer-director Alex Cox, whose truly remarkable film *Repo Man* must stand as one of the funniest and most scathing indictments of America since *Dr. Strangelove*.

The plot, which is not always coherent, centers around autmobile repossessors or "repo men." Within no suggested space of time, they take cars, shoot at houses, share "insights," beat people up, get beaten up, and search for a Chevy Malibu with aliens in the trunk. The newest repo man, Otto (Emilio Estevez), is duped into the trade under suspicious circumstances by Ace (Harry Dean Stanton). Once inducted, Otto, a self-described "suburban punk," is alternately enthralled and appalled at the education he receives as a repo man. Ace, the most apparently assured of these dutiful and twisted men, takes the teenage Otto under his wing, seemingly to sensitize him to the events he will soon experience as a repo man.

Throughout the film, recurring images (read "running gags") reinforce the continuous insanity present in this world. Food and beer are present in generic containers labelled merely "Food" and "Beer." Ace and Otto are always walking into stores which are being held up by Otto's punk friends, who are high-tech conspirators in search of the Malibu, the scientist driving it, and the cargo which drives him to the edge. Oh yes, and this all takes place in Edge City. These images help to sustain the film, giving it an anchor and allowing Cox and his twisted logic to have a "field day." These running gags, if nothing else in the film does, suggest that there is indeed a method in all of this madness.

Madness is the key; "the whole world is crazy" is not exactly a revolutionary premise, but rarely has insanity been etched with such savage, double-edged wit. Ace tells the apathetic, unpatriotic Otto, "I don't like Commies in my car...and no Christians either!" after describing the American credit system as "a sacred trust." Another repo man informs Otto that he will kill anyone who crosses him and then advises Otto to put on his seat belt because it's his code. This is perhaps the most intriguing aspect of *Repo Man*: the characters all have their own norms, all try to eek their way into society, yet all are stymied by themselves and external forces. This is a society just like any other, except that it has an insane logic particular to itself. This logic could not be transposed on to any other society any more than our own society logic could be applied in Belgian Congo. We are indeed looking at ourselves on the screen.

The chief theme of the film is the alienation that dominates American culture. Repo men, as well as the punks or any other characters, want nothing to do with ordinary people. However, they *are* ordinary people in the end, and it is this "alienation" which miraculously ends the film and saves the most alienated characters. Who would've thought it? Not me. This audacious implication ends the film on a strong note, and the performances suddenly gain credence. Harry Dean Stanton plays yet another sicko with all the bravura he can muster, and Emilio Estevez's performances subverts every teenage rite of passage that ever made its way to celluloid. *Repo Man* is a monument to our creeping awareness that we continue to erode all that we create.

Ironically, *Repo Man* is preceded by three Road Runner cartoons which further enunciate the regrettable fact that the art of American animation is in its own death throes. All three are directed by my personal fave of the Warner Bros. cartoon camp, Chuck Jones, and these are some of his most wretched accomplishments. These works suggest neither his distinction as our greatest living animator nor the desperate width and fluid energy of Jones' early Road Runner cartoons. The backgrounds are shallow, the gags predictable, and the music would never even have been considered worthy of WB in its gravy days. These were made for television and were also Jones' last contractual obligations to WB before taking his talent to MGM: truly lamentable cartoons. It's a never-ending nightmare, kids.

—Jim Keepnews

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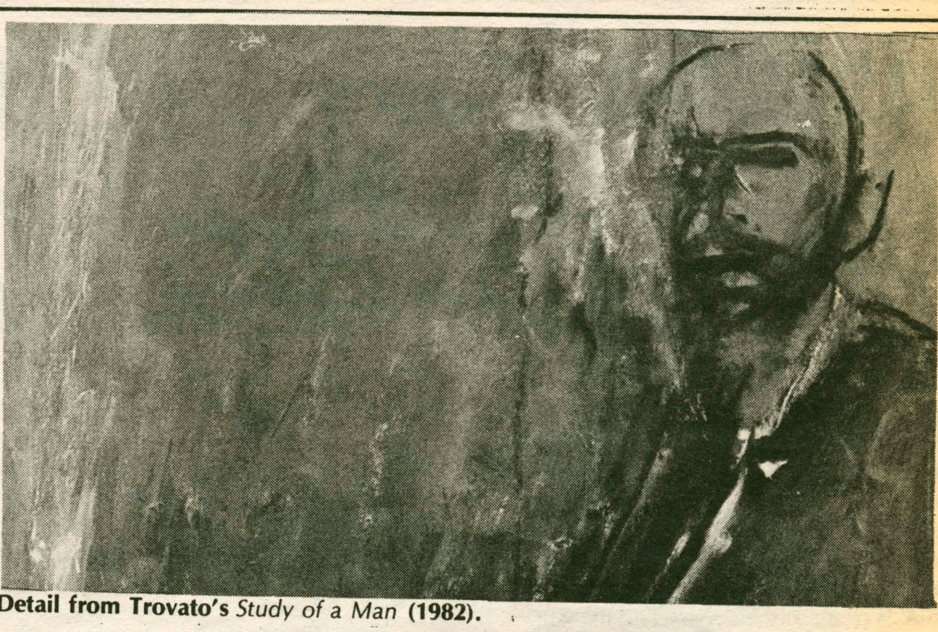
Trovato exhibit closes Sunday



Detail from Trovato's *Study of a Man* (1982).

by Laurie Semple

Currently at the Fred L. Emerson Gallery is an exhibition entitled "Joseph Trovato: Portraits and Figure Studies," which opened on January 12 and will continue through Sunday. Joseph Trovato (1912 -1983) served as Assistant to the Director of the Munson-Williams-Proctor Institute and was instrumental in promoting interest in art throughout central New York. The show is a tribute to Trovato and his fifty years as a painter, and it consists of thirty-six paintings and sketches which focus exclusively on the artist's enthusiasm for portraiture and figure study.

While at the Munson-Williams-Proctor Institute, Trovato became closely associated with Edward Root and Hamilton College. Under the auspices of the Institute, Trovato organized a series of successful exhibitions which would maintain The Homestead as a cultural center after Root's death in 1956. Root's career on the Hill was also closely followed by that of Trovato, who taught as a Visiting Professor of Art at both Hamilton and Kirkland Colleges. The painter's devotion to American art was recognized in 1963, when Hamilton awarded him an honorary Doctor of Fine Arts degree.

Joeseph Trovato's interest in portraiture and figure study is indicative of what Paul Parker, Professor of Art Emeritus, describes as an "infatuation with humanism." The initial entry in the chronicle of Trovato's painting career is a 1932 self-portrait, an academic exercise in informal portraiture.

His later works allowed traces of original sketching to seep through to the surface, despite the often narcissistic tendencies of his models.

By 1934, Trovato's paintings had taken on a structural quality which was enhanced by his use of broad, layered brushstrokes. A Cezannesque influence is evident in the planes of color which dominate many of these works, including "Tom Reading" (1963-68), a portrait of the artist's son, and "Paul Parker" (1963), of the aforementioned professor.

As Parker notes in the foreward to the Trovato show catalogue, "[the] illusion of space denies the two-dimensional surface, and in the process becomes the proverbial enigma within an enigma, suffused with ambiguity." Since Trovato's paintings do not attempt to imitate reality, the shallow space depicted in his works is aptly suited to his figure studies. The sobriety of his earth-toned palette also lends to the sincerity of his character protrayals. Trovato's work is a continuous exercise in introspection through portraits, self-portraits, figure studies, drawing accuracy, and painting skill. The Emerson Gallery will close this month-long exhibition on Sunday

Musser will discuss silent films

"The times they are a'changing."

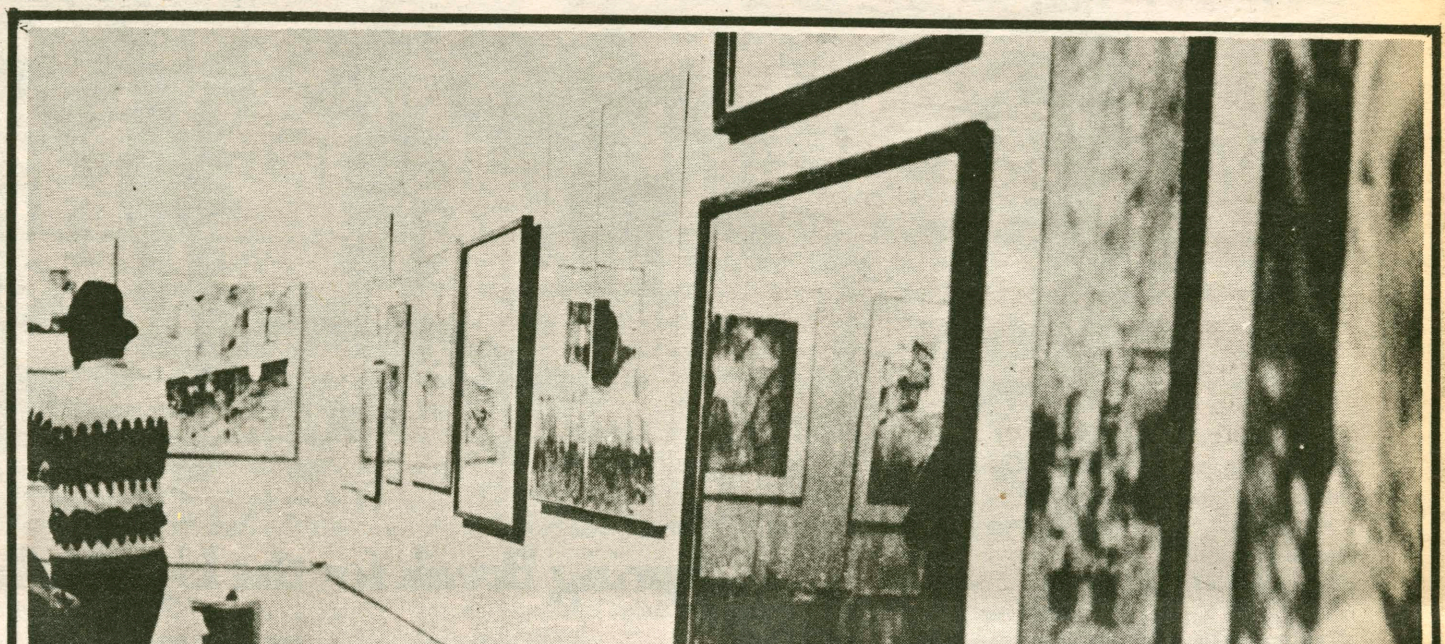
On Monday February 18 at 1:00 pm in the Science Auditorium, world-class filmmaker Charles Musser will be showing and discussing his widely acclaimed *Before the Nickelodeon.* Subtitled "The Early Cinema of Edwin Porter," the film traces the saga of the early days of classic silent cinema from 1896 to 1908 and focuses on Edwin Porter, the first great American filmmaker. The lecture is being presented in conjunction with guest professor Scott Macdonald's course entitled Language of Film.

Musser's hero, Edwin Porter, made films for about twenty years starting in 1896, and he is best known for his 1903 classic, *The Great Train Robbery.* Movies before the turn-of-the-century were predominantly short subjects, one-reel documentaries about current topics. Porter was one of the first to realize the potential of this new technology. Borrowing storytelling concepts from newspaper cartoons and fairy tales, he discovered that film has its own narrative logic and resources. Porter was also instrumental in developing "overlapping continuity," or showing action from several different points of view.

Charles Musser has been a New York-based filmmaker since 1972. In 1976, he completed his first documentary, *An American Potter*, which was awarded a blue ribbon at the American Film Festival and "Best in Category—Fine Arts" at the San Francisco Film Festival. More recently, he was the researcher for Milos Forman's *Ragtime. Before the Nickelodeon*is part of a book/film project; *The Emergence of Cinema in America*will be published by University of California Press. While working on this project, Musser has been researching and writing an historical study of the American film industry between 1896 and 1909.

Blanche Sweet, a silent screen star of that era and famous in her work for D.W. Griffith, serves as the narrator, and comments from many contemporary directors are also included. Musser's lecture/presentation of *Before the Nickelodeon*is open to the entire Hamilton College community.

Around town. . .



The musicians will be in the audience as well as on the stage tonight at the Kirkland Art Center Coffeehouse.

Featured performers are members of "Comhaltas Ceoltoiri Eireann," a group dedicated to the promotion of Irish culture and heritage through the study of traditional music. The group, consisting of 15 members from the greater Utica area, was formed five years ago by Pat and Frank Dugan, of Clinton, and meets weekly.

In addition, a group of Irish musicians from Rochester, led by Mike Ryan, formerly of Westmoreland, plan to attend the coffeehouse and will join in at the end of the evening for a "Seisiun." A 'seisiun', meaning session in Gaelic, is an Irish jam session," said Jack Pendergast, a member and Master of Ceremonies for the Comhaltas group.

The Comhaltas performance will include singing and the playing of many traditional instruments, among which are: the tin whistle, bodhran (Irish drum), bagpipes, fiddle, accordian, Irish harp and the flute. Performing members are the Dugans and their son, Frank Pendergast and his wife, Vicki, all from Clinton; Michael and Christine Hoke, from Camroden; Jim O'Looney, Nora Keating, Emmett McSweeney, and Margaret Fox, from Utica; and Patty Foely from Deansboro.

The program starts at 8:00 pm and seating is limited. The admission is $2.50 for adults and $1.50 for children. Refreshments will be available.

45RPM: Fairy tale flops

by Chuck Miller

Grandmaster Flash — Sign of the Times

The Furious Five Featuring Cowboy, Melle Mel, and Scorpio — Step Off.

It sounded like a fairy tale come true — until the fairy's wand got repossessed. The Bronx rap-disco crew, Grandmaster Flash and the Furious Five (7 total band members: Melle Mel, Raheim, Kid Creole, Mr. Ness, Cowboy, Scorpio, and Grandmaster Flash) (all are aliases, "rapping names," unless you actually believed some poor woman would baptize her son "Melle Mel" or "Flash"), after toiling in the rap-disco sweepstakes for two or three years, broke free with "The Message," the first rap song to be based upon street life and not upon who has better rhymes than whom. "The Message," crossed all borders. In England, it became the band's first Top 5 single. In America, where no commerical 7" 45 was ever released of the song, it hit no. 62 on the Billboard pop charts on the strength of the 12" disco disc alone. And after another song, "New York, New York," (not the Frank Sinatra classic) the band was asked to sing the theme of the film "Beat Street." Total pop acceptance in America, the possibility of rap catching fire the way technopop did, all of that was riding on not the Sugarhill Gang, not Kurtis Blow, not Dr. Jeckyll and Mr. Hyde, but Grandmaster Flash and the Furious Five.

And that's when the repo crew came for the wand.

Grandmaster Flash, Raheim, and Kid Creole asked for an accounting of their royalties — in other words, they wanted to know how much money they really had. And that's when Sugarhill President Sylvia "Pillow Talk" Robinson took Flash to court, charging that Melle Mel, not Flash, was the real star of the group. She even claimed that the name "Grandmaster Flash and the Furious Five" is copyrighted as property of her record company. The judge ruled in a solominic form: Flash, Raheim, and Kid Creole were free from the Sugar Hill contract, and could record only as "Grandmaster Flash." Melle Mel, Cowboy, Scorpio, and Mr. Ness all had the right to call themselves "Grandmaster Melle Mel and the Furious Five."

Well, Melle Mel's crew sang the Beat Street song. It didn't do as well as "The Message," and in the shortened 7" form, it only got to no. 88 in Billboard's pop chart. Melle Mel found soalce in being the "Chake-Chake-Chaka-Chaka Khan" voice, and Mel and Sylvia Robinson (remember her?) soaked up as much publicity in it as possible. You'll see how soon.

Now, Flash and crew got signed by Elektra, and their album, ironically titled, "They Said It Couldn't Be Done," is due out in late February. The first song from that album is "Sign of the Times," and it's yet another "Message" rap. Flash has been reading his Daily News, and I'm a little surprised to find no reference to Bernard Goetz in the song. Docked one half notch for the stiff ad-lib in the middle. Raised one half notch for the killer beat. And when we hear "There's an actor running for President/So what the hell's wrong with the government?" All I can say is, I don't know. Maybe you'll have the answer. (B plus)

Not such a hopeful review awaits Melle Mel and crew. Their song, "Step Off," is the latest in a series of challenges to other bands, possibly Run D.M.C., but more likely Grandmaster Flash, which have become more like attacks. I'm not sure whether it's Cowboy or Scorpio, buto ne of them faults these bands for copping other rapper's material. What we have here is the pot calling the kettle black. The back beat of this song is an old Gamble-Huff song from the Philadelphia sleek-soul factory, copped practically note for note. Docked a notch for Melle Mel's shameless (re)use of the rap he designed for Chaka Khan, as if to say, "Look! I'm famous! I'm the guy who did the Chaka-Chaka-Chaka-Chaka Khan rap! And if you missed hearing it on her million-selling single, I'll do it again for you only at a slower pace." (C)

I should like to note that the band behind "Step Off," in order to desuage confusion between themselves and Grandmaster Flash, became "The Furious Five Featuring Cowboy, Melle Mel and Scorpio." Hoo boy. Scandal Featuring Patty Smyth. Wham! Featuring George Michael. Who's Next?

To sum up it all, I give the nod to Grandmaster Flash, although I acknowledge that neither song is of the calibre of "The Message." And although I don't know who was in the studio when the record was recorded, whether it was Flash proper or not, what matters is that they almost made it. And now the ball for raps, like it or not, Melle Mel, has been handed to Run-D.M.C. and UTFO.

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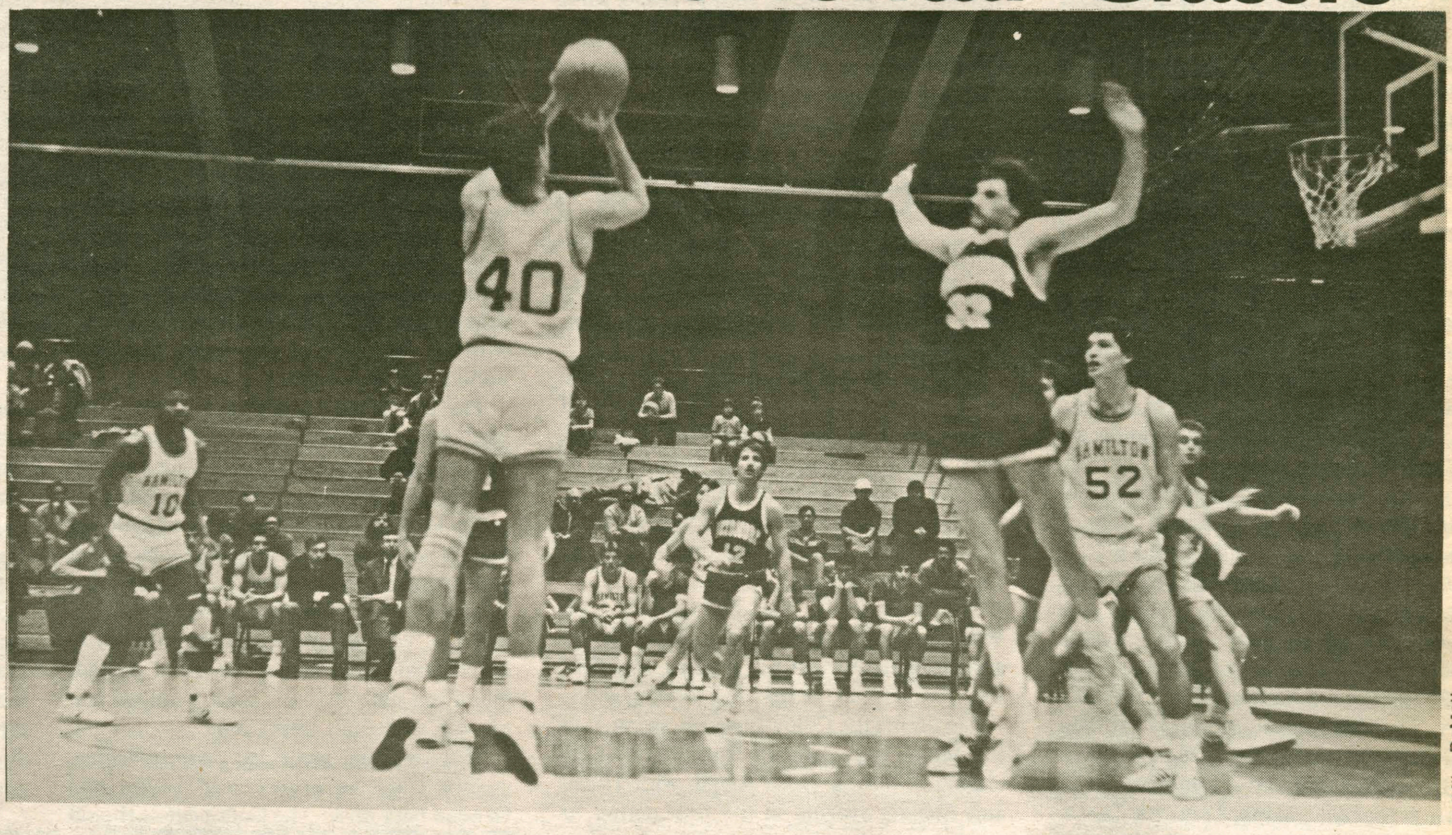
Sports

The Spectator

Men's B-Ball takes Continental Classic



photo/Mike DeMott

Kollath, Reilly star as Blue rips up opponents; now 14-6

by **Mike Lombardi**

Things sure are easier when you pick on kids your own size. No one knows that better than the Hamilton mens hoop team.

The Continentals, 14-6 overall, improved their record to 14-2 against Division III opponents by thumping Skidmore (85-68) and Lehman (66-53) to capture the 1985 Hamilton College Continental Classic.

Tom Murphy's cagers have cruised through their Division III slate, only losing to Binghamton and RIT in early season road games. Unfortunately, they've taken their lumps against the big boys—losing to Colgate, Cornell and Utica (Division I), and LeMoyne (Division II).

"Our record isn't overly impressive," noted Hamilton's All-American center Larry Kollath, "but when you take it in context with our schedule, I feel we're one of the better teams around."

Saturday night against Skidmore, the Buff-n-Blue came out in their patented first half sleepwalk routine, trailing by as many as ten early. But when Murphy went to the Chris Reilly-Kevin Hayden backcourt tandem, the Continentals went on a 16-2 spurt to gain their first lead, 27-26. A Hayden to Reilly fast break layup put Hamilton ahead, 31-30, with 3:53 remaining, and brought the sparse Scott Field House crowd alive.

Grabbing the momentum, Hamilton extended the margin to 40-34 at the half, and proceeded to bury the overmatched thoroughbreds in the second stanza. Relying on the superb outside shooting of senior guard Reilly, and the tough inside play of Kollath, Hamilton built a 55-40 advantage and coasted to the easy victory.

Kollath led the Blue with 21 points 17 of 12 from the floor and 12 rebounds. Reilly, showing continued improvement, canned seven of nine field goals and finished with a career high 18.

Sunday's championship game should have provided a stern test for the hosts. Lehman came in the proud owners of a victory of top-ten Potsdam State and a first-round triumph over a talented SUNY Utica quintet.

Instead, the Continentals outclassed the Lancers, who used a slow-down offense to keep things close. The strategy worked until Hamilton received their customary second-half wake-up call.

Leading only 38-36 after intermission, the Blue blitzed Lehman with a furious fast-break attack and tough inside defense. By the time Lehman realized they were in Clinton, Hamilton had cleared its bench and nailed down their fourth tournament championship in as many tries this season.

Once again (surprise), Kollath was named MVP for his weekend display. It was the fourth such award for the 6-5 captain this year, and the sixth of his career. John Cavanaugh also played well, notching 15 points and nine boards in the final. His outstanding defense and six blocked shots earned him All-Tourney Accolades.

While Kollath and Cavanaugh have supplied consistent scoring and rebounding punch, perhaps the best thing to come out

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Grady's skaters plagued by inconsistency

by **Brad Johnson**

February has not been a good month for the men's hockey team. Then again, neither was January or December. November was a bright spot. They went undefeated for the month. One game.

The season has been one of gross inconsistency. It began sweetly, 7-2 against Middlebury. Downhill from there. Norwich. Colgate. Elmira. All losses.

Happy times returned. Brockport State, Wesleyan and University of Buffalo were defeated nicely. O'Hara gets the shutout against Wesleyan, the first for a Hamilton goaltender in four years. The season high of seven goals is tied against U. of B. Then they packed up and went home for the month of January.

Let's blame it on RIT. The Division II powerhouse comes rolling in and we hold them scoreless in the first—no wait—they get one in the last minute. You could almost hear the wind coming out of the sails. Grady revs 'em up between periods and out comes Kuzmeski to tie it up. Beautiful. And then right there, in the middle of the second period in the Sage, something happened. The lights must have flickered. The ghost of Hamilton hockey past had arrived, and the boys in blue were never the same again. RIT pumped home four straight goals and snuck away from the scare 5-2.

That game was the first of a five-game losing streak. It got even worse against Williams, 11-4. Hoey gets pummeled by 38 shots, most of them in the seven-goal period. Even Geneseo State got into the act two days later. One of the few teams Hamilton has a winning record against (5-3) steals it in the third period 4-3. Potsdam drops in for a visit, takes 43 shots on O'Hara and manages two goals. Hamilton's gunpowder is wet, has to pull the goalie, and Potsdam ends up with an empty netter and a 3-0 shutout.

The Buff and Blue needed a breather to get organized. Sorry. Next up on the schedule was Union. Away.

They did the job in the first period, allowing only one goal. Rattled 'em up a little, but it backfired. Union stormed out in the second period, scored four goals and kept rolling for a 7-1 victory. Coach Grady is gnawing away at the metal rail in the front of the bus, and the North Adams team is polishing their cake forks.

By then Hamilton had enough. Instead of rolling over when North Adams scored two goals in the first, Bothfeld and Fitzgerald got fed up and slammed home goals for the tie. Rich Kuzmeski thought it looked like fun so he went out and got the game-winner only seconds into the third period. Pete Menges and Pat Routledge followed suit for a 5-2 victory over a perenially nasty team.

The Continentals were 2-5 in January and looking around for a challenge like the King of the Hill.

Poor Amherst. They wanted to be Lords of the Hill. O'Hara would have none of that nonsense, making 25 saves while Hamilton scored six for O'Hara's second shutout victory. Menges, Theall, Bothfeld (without mohawk), Routledge, Colman and Whitehead tallied.

January ended gloomily. Hamilton tried to tiptoe around the Cadets and sneak away with a victory as Kuzmeski scored very early. Army got miffed and scored six goals in the third period after Theall and Fitzgerald

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Continentals host women's hoop tourney

by Sean Murphy

The women's hoop team despite being plagued by injuries to key personnel all year managed to scrape and hustle their way to an 8-12 record this year. They closed the regular season on Tuesday with a 71-63 loss at RPI, and face their final tests this weekend when they host the Hamilton Tourney.

Their troubles started on January 2 against Hartwick when center Penny Pitman went down with a foot injury. Besides losing her services for a month, the Continentals also were without reserve point guard Dawn Roselli for eight games due to an ankle injury.

Although Roselli and Pitman are still not 100 percent, their return to action last week was crucial to the squad because starting point guard Janet Kiss seperated her shoulder on February 7 against Ithaca and will be out for the remainder of the season.

Prior to the Ithaca game the Continentals clashed with a talented Utica club (ranked twelfth in Division II). Down by only seven at the half, the Continentals stumbled in the second half and lost 84-58. "Their size and strength were just too much for us in the second half and they took over," observed coach Janice Savitz. Sarah Feyerherm, Brenda Meyers and Patti Meyer (10ppg, 5rpg) all scored in double figures in the losing effort.

Next up for the Continentals was Ithaca. Once again they put together a tough first half and trailed by only 2 at halftime. However with 8 minutes left in the second half Janet Kiss went down with a shoulder injury. The Continentals fell 61-51 for their 11th loss of the season despite 23 points from Feyerhem (16.5ppg) and a combined 23 rebounds from Gail Campbell and Sue Davidson (12rpg).

"That's been the story of our season. We've been plagued by injuries and have been scrambling to fill positions. We've really had to move a lot of people around in the lineup," commented an exasperated Savitz.

The Continentals got back on the winning track with a 72-53 victory over Union last Saturday at home. This game marked the first time since early January the squad suited up 12 players. Feyerherm once again led a balanced scoring attack with 15 points while Sue Davidson and Gail Cambell chipped in 10 apiece.

The Continentals closed their season on Tuesday at RPI. After falling behind 20-8 in the opening minutes they scrapped back to a 30-30 deadlock with two minutes remaining in the half. After going into the locker room down 35-32, the Continentals came out flat and were shut out for the first 6 minutes of the second half. "That was the turning point of the game," noted Coach Savitz. Despite "a really super defensive effort" by junior Mary Gina Trevisani, the Blue fell again 71-63.

"We just didn't play a full court game" exclaimed coach Savitz, "The last 4 games we have started slowly and that hurt us." Feyerherm led the way in scoring,once again with 14 points. Penny Pitman. Brenda Meyers and Gail Campbell all registered double figures the losing course.

The season has been a tough fight for the Continentals and this weekend's Hamilton Tourney doesn't promise much hope for easy victories. On Friday at 8:00 they will battle powerful Manhattanville (12-3 and number 5 in New York State) who they upset last year in a post season tourney.

Men's hockey hopes to improve

continued from page 11

tied it at three in the secon. What should have been a victory turned into a demoralizing defeat.

Holy Cross took advantage of a desperate team on February 1, scoring six unanswered goals in the first period. Hamilton came right back in the second, scoring four times to make it a game again. The Crusaders put it into high gear and finished off with six goals to take it 12-5, the worst beating of the year for the Continentals.

Hamilton split one-goal games with Westfield and Oswego, beating Westfield 7-6 and losing to Oswego 4-3. Against Westfield Rich Fischer had the first and winning goals.

Next came the Colby-Bowdoin swing, and the Maine trip bore no fruit. On Friday, Hamilton played Colby tough, with Theall and Menges scoring in the first period to match Colby's output. The Mules scored three times in the second to pull away, even though T.J. Walker brought it close at 5-3 with the last goal of the game. The third period was scoreless.

The day after, Hamilton felt the "road lag," getting blown out by the Polar Bears of Bowdoin 11-1. Hamilton's only goal was the first of the game as Kuzmeski lit the light.

On Tuesday, Hamilton's record dropped to 7-14 with another loss to Williams. After two periods, the score was 3-2 Williams and it looked like Hamilton could get some revenge. Williams squashed that hope with a five-goal explosion in the third period. Hamilton got one back from Bothfeld but ran out of steam, losing 8-4.

There are three games left on the schedule, against Canisius Friday, and Union and Oswego next week. The Continentals should bury Canisius and take revenge against Oswego, but they will need support from an enthusiastic crowd to beat the rival Dutchmen.

The junior varsity, under the direction of coach Jeff Meredith, are 3-5-1 on the year. Malden Catholic High School came to the Sage on February 8, packed with Division I prospects. They downed the Continentals 11-5, undaunted by goals from Mike Hurley, Dave Ardagne and Warren Cooney.

Cooney tallied again to lead the JV's to a 3-1 victory over the JV's after a missed penalty shot by Dave Ardagna who had Hamilton's only goal in the third period. Berkshire needed only nine seconds to dodge the bullet and put home the winner. Ardagna did his part with two goals, while Rick Congdon and Dave Jones scored one apiece.

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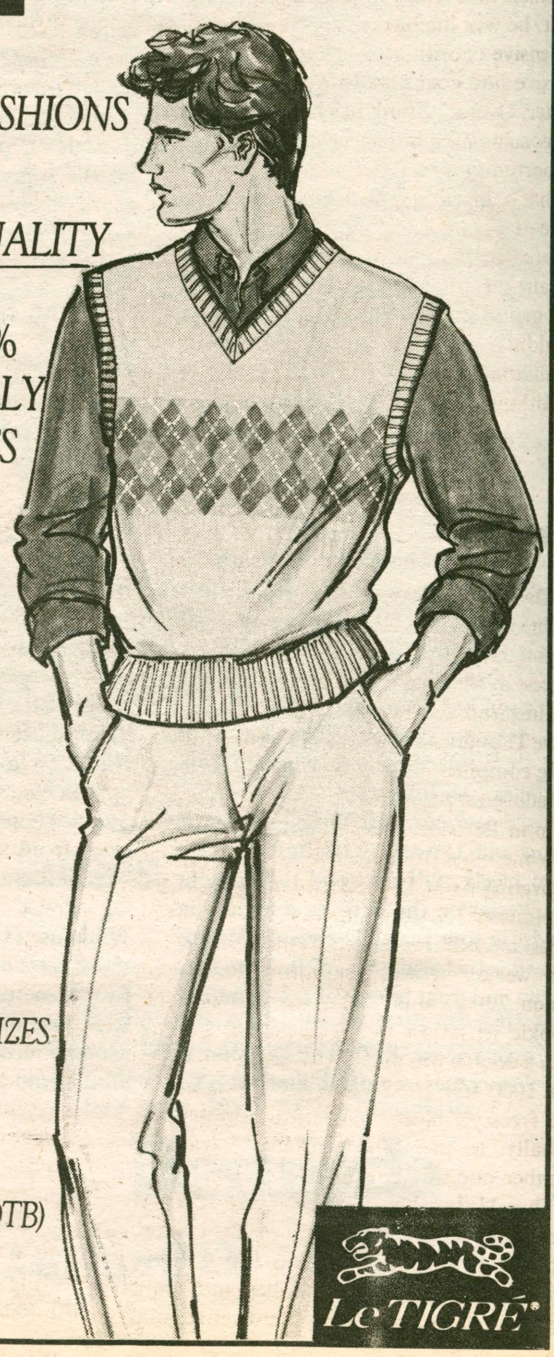

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Sportlight: Steve Frank

by Bruce Markusen

Next year, much of Hamilton College's sports focus will be on one man, Steve Frank, the newly appointed head coach of the Continental football team. Despite the specter of Steve Stetson and a 6-1-1 record last season, Coach Frank feels little pressure as he looks toward his first game as the Continentals' coach.

"I don't feel pressure," reasons Frank. "I feel that you only have pressure when you put it on yourself, and I won't do that. I feel very confident that I will be successful."

Frank takes over the reigns of the Continental gridiron job just a few weeks after Stetson resigned to take the head coaching job at Boston University. Frank has a great deal of experience, and has just finished a two-year tenure of coaching defensive linemen at Princeton University. Prior to that, he was linebacker coach at Davidson, defensive coordinator at Norwich, and offensive line coach at Bridgeport, his alma mater. Overall, Frank has had over ten years of coaching experience, yet this is his first opportunity as a head man.

"That's the main reason why I took the job here at Hamilton," explains Frank. "I wanted to be a head coach. It's been my dream ever since I started coaching. Don't get me wrong. I enjoyed Princeton, but I couldn't pass up this opportunity at Hamilton."

Although some people might question his decision to switch from a Division I-AA school to a small, Division III college, Frank doesn't consider his movement a downward one. Frank explains: "I feel that if you're a good coach, you can coach anywhere, whether it's a major Division I power or a small school like Hamilton. Coaching is coaching, and I enjoy it. That's why I'm here."

Frank's experience in football transcends coaching, as his playing record would indicate. He was a standout football player at Lafayette High School in Brooklyn, before receiving a scholarship to attend the University of Bridgeport. A four-year starter, he played both offensive and defensive line his first two years in college, before shifting exclusively to center his last two years. The adjustment was a good one for him, as he was named to the all-conference team as a junior, and then to the all New England squad in his senior year. Frank even had a tryout with the NFL's Philadelphia Eagles in 1974, before signing with the Continental Football Conference's Bridgeport Jets, then a farm team of the New York Jets. His teammates at Bridgeport included Lou Piccone, a fine wide receiver with the New York Jets and Buffalo Bills during his pro career.

"At that point, I had given myself one year to break into the pro ranks with an NFL team," Frank says. "After that one year, when I saw no desirable opportunities, I made the decision to go into coaching."

As he eases into his new position at Hamilton, Frank has a very definite set of goals for the upcoming season and the long-range future as well. The hopes to build upon the positive spirit and attitude now possessed by the players, to stress sound fundamentals, and to step up the weight program. But what Frank sees as the team's most important goal is consistency.

"To take nothing away from the accomplishments of the past year," Frank offers, "one winning season in seventeen does not necessarily make a solid football program. What I want is to be successful, not just one year, but repeatedly, year after year, season after season. If we can achieve that, I'll be satisfied."

As for specific offensive and defensive formations, Frank plans to stay with a scheme similar to the one used by Stetson last year. On offense, Frank sees no need for major changes, as the Continentals will continue to use the multiple attack I-formation.

"We have the personnel to execute the offense as is. We may run a little bit more, using more power sweeps, for example, but we'll still throw 25 to 30 times a game."

On defense, the Continentals will still use a 4-4-3 alignment, but Frank will be more apt to change the overall defensive philosophy.

"In the past," Frank explains, "Hamilton has had a 'bend-but-not-break' philosophy, in which the defense would give up only 3 to 4 yards at a time; prevent the big play, and rely upon the opposition's offense to make a mistake and stall their drive. That's a good philosophy, but I prefer a more aggressive one, whereby instead of waiting for mistakes to happen, you force the other team into making those mistakes."

Hamilton's defense could suffer this upcoming year, due to the graduation of linemen Mike Lentini, Dom Caruso, and Jeff Sepanek, and linebacker Joe Panepinto, all standout performers. A key will be finding replacements for these departing players, but Frank believes it can be done.

"Hopefully, we will be able to compensate our lack of experience on the defensive line with hard work and by stressing fundamentals. In altering our defensive philosophies, the players will have fewer things to do, but we hope they will be able to do them better and more efficiently."

Furthermore, Coach Frank intends to leave competition for positions wide open. Pre-season training camp will be used in part to determine the team's 22 starters.

"We will have a projected lineup," Frank says, "but every position will be open. Obviously, last year's starters will be given long looks, but a lot will depend upon what the players show me in camp. No one is sacred."

Frank gives a great deal of credit to Hamilton's assistant coaches, each of whom he has invited to stay on for the upcoming season. He praises them for their success in recruiting, a process that has been made more difficult because of the change in coaches.

"Any assistant that wants to stay can stay. To shake up a successful program would be crazy, especially when the coaches have played such a big part. The assistants have done an excellent job of recruiting during this difficult transition period. I would say that we're in very good recruiting shape. We'd like to get between 25-30 freshmen this year, and I think we will."

While he compliments the assistants, Frank is also grateful to the school's administration, which has been cooperative and has helped him to adjust to the Hamilton lifestyle.

"The school wants a balance between quality academics and quality athletics, and I like that," Frank emphasizes. "The administration has given me the impression that it wants a first-class athletic program. Winning is important and I think the administration realizes that. Sports are not secondary but are an important part of the education process. Football, especially, teaches you about your limitations, how to compensate for your weaknesses, and how sacrifice, hard work and dedication pay off."

Frank, a modest man with a good sense of humor, tends to downplay the importance of a head coach. Instead, he feels the success of a football program depends upon many related factors.

"My old college coach told me once, 'If the team can without you as head coach, then go ahead and take the job.' The players, coaches, and administration must all contribute. No head coach is a magician. There are too many things you can't control."

Frank did not take the Hamilton coaching position as a "stepping stone" to a better job opportunity in the future. Instead, he intends to work hard, breed success and make the coaching job his own.

"If another opportunity comes along in the future, I'll have to consider it. But I never take a job to see where it is going to get me. I didn't take this job to get another job. I want to enjoy coaching and my experiences at Hamilton. But most important, I don't want to lose. Success is very important."

Men swimmers, at 11-1 eye states

by Dave Berthiaume

One of the best kept secrets at Hamilton during the winter sports season has to be the success of the men's swimming team. Under the inspired tutelage of second year coach Dave Thompson, the Continental swimmers have compiled an outstanding 11-1 record, including a startling upset of the fifth-ranked team in Division III, Williams College.

While most of Hamilton's students were recovering from the effects of a Friday Night of Houseparty weekend, the team swam in its last meet of the season. Competing against two weaker teams, Hamilton dominated Union 79-30, and outclassed Utica 79-29. Rookie sensation Jack Nelson led the way with a double win in the 500 freestyle (4:49.4) and 1000 free (9:55.03). Jack's time in the 500 freestyle places him in the top ten nationally. In the 1000 free, Jack is ranked number one in Division III.

The Union-Utica meet provided a showcase for Hamilton seniors. Senior co-captains Bjorn Carlsson and Chris Soltis along with seniors John Smalley and Scott Brinitzer all turned in fine performances in their last dual meet, with Carlsson a winner in the 200 breastroke. Mark "Moon" Mullen and standout Joey McCalla '88 swam their best times of the year in their respective events, Mullen a 5:00.9 in the 500 free and McCalla a 2:03.4 in the 200 IM.

Although last weekend's dual meet did not provide much of a challenge for the Continentals, the highlight of the season came on January 12, when Hamilton edged Williams in a home meet. Ranked fifth in Division III by *Swimmer's World* magazine at the beginning of the season, Williams has consistently been a very strong team.

As junior Mark Mullen commented, "It was the most exciting dual meet I have ever swam in."

Coach Thompson confessed, "Looking at their times, I did not really expect to beat Williams, but it had been a goal of ours since the beginning of the season." He likens the win to another spectacular Hamilton upset, the football team's incredible win against Union. Sophomore Dean Pappas set the tone for the meet with an inspirational last leg in the 400 Medley Relay, just edging Williams by two tenths of a second and giving Hamilton an early lead.

Other heroic performances against Williams included junior Bill Ernstrom's double win in the 200 IM (2:01.28) 200 fly (2:00.14). In the 200 IM, a shaved-down Ernstrom outswam All-American Bill Couch, beating him to the wall by 58 hundredths of a second. Perhaps the most important performance was that of diver Peter Frankel. Frankel, returning to Hamilton after a semester abroad, dove and won both the one-meter required dive, and the one- meter optional dive.

For Carlsson, having Frankel around relieved some of the pressure during the meet. Coach Thompson puts it more emphatically, "We could not have won it without him."

Having finished the regular season, the team continues practice for the States which will be held at the University of Rochester on February 28, March 1 and 2. Last year Hamilton finished seventh out of 17 teams, and Coach Thompson feels his team will improve. "Colgate is always tough, but we would like to be battling for second or third place," adds an optimistic Thompson. Two reasons for his optimism are Ken Tompkins, a breastroke specialist who joined the team last year with no competitive experience, and sophomore Brad Didrikson, a butterfly expert who has contributed excellent times.

In the back of every swimmer's mind during the States is the ultimate goal: qualifying for the Nationals and a chance at All-American status. Coach Thompson feels that four or five swimmers have the opportunity on March 21 to participate in this competition. Heading the list is the outstanding newcomer Jack Nelson, who along with Bill Ernstrom and Bjorn Carlsson, who made the trip last year, seem to be the brightest hopes for Hamilton. "Joey McCalla and Mark Mullen turned in their best times of the year in the Union-Utica meet and also have the chance to qualify," says Thompson. Clearly, the 1984-1985 Hamilton Continental swim team has fulfilled Coach Thomson's main goal of "seeing everyone improve," and as Thompson suggests, "When that happens, things happen."

Men's track running well

by Chris Beaverson

Although the team record reads an even .500 with 3 wins and 3 losses, individual progress characterizes winter track. This was most recently revealed in last Friday's meet with Ithaca.

Five Hamilton athletes qualified for the state meet. Adam Harder not only qualified for states, but also set a new Hamilton record in the pole vault reaching a mark of 13' 3". Scot Alexanderson qualified in the 5000m (8:52.8), Paul Mickel in the 1500 (4:04.6), Bob Feighan in the 400 (52.1), and Mike Alleyne in the high jump (6' 4"). Other outstanding efforts were show by Hinricks and Driscoll who each captured first places in their events. Hamilton won both the 1600 and 3200 relays, but it wasn't quite enough to top the strong Ithaca team. The final score was Ithaca 69, Hamilton 66.

In early January, Hamilton ran against Williams and Union which proved to be a tough meet for the Continentals. Hamilton lost to both. Mike Alleyne qualified for states in the 55m hurdles with a time of 8.1.

The following Thursday, Alfred and Mohawk Valley came to the Hill only to find that the Longmen were King. The meet came down to the 3200 (8:15.4). The relaymen included Chapman, Mickel, McGrath, and Feighan in the 1600, and Driscoll, Mickel, Chronin, and Camano in the 3200. Hamilton came out on top 69-65.

Winter term concluded with a triangle meet with Hartwick and Mohawk Valley. Hamilton defeated both by a wide margin.

Coach Long is delighted with the team's hard work and commitment.

"The Christmas and January breaks interrupt our momentum, but the upcoming weeks should be the most significant part of our season."

The track team hosts a triangular meet tonight with Rochester and Binghamton at 7:00 pm in the field house.

Blue takes fourth straight tourney

continued from page 11

of the tourney was the play of Reilly. After his brilliant performance against Skidmore, Reilly encored with a 10-point (four of five shooting), four-assist, two-steal game. Over the past seven contests the 5-9 Scotia, N.Y. native has shot an incredible 77 percent from the floor and has opened eyes with his hustling play. Needless to say, Reilly made the All-Tourney squad and was definitely the sentimental choice for MVP.

With a three-game winning streak in tow (they beat Hobart last Thursday) the Continentals faced a strong Nazareth team last night. The nationally ranked Golden Flyers are presently 18-3 and were the 1983-84 NCAA East Region Champions.

"We've been playing well lately," commented Murphy, "but with our schedule, we don't have time to relax. We have to concentrate on getting ready for our next game."

"All of the remaining games are tough," he continued, "so we have to take them one at a time. The next three (Nazareth, U. of Rochester, and Albany) are home and I hope we get a better turnout than we'ver been getting recently. We might need it."

Hoop of the day: U. of Rochester visits the Scott Field House Saturday, and Albany Wednesday. Both games are at 8:00p.m...Kollath lead scoring list at 18.5 per game, followed by Izzy Perez (12.9) and John Cavanaugh (10.8)...The same trio, dubbed "The Continental Divide" by Hamilton's incredibly popular SID John Webber, lead the rebound charts at 10.4, 6.0, and 5.8 respectively...Cavanaugh now has 111 career blocks, which is first on Hamilton career list...The other All-Tourney team nods went to David Stearns of Skidmore, Mike Arnadeo of Lehman and Robert Grahm (who had 68 points) of Suny Utica.

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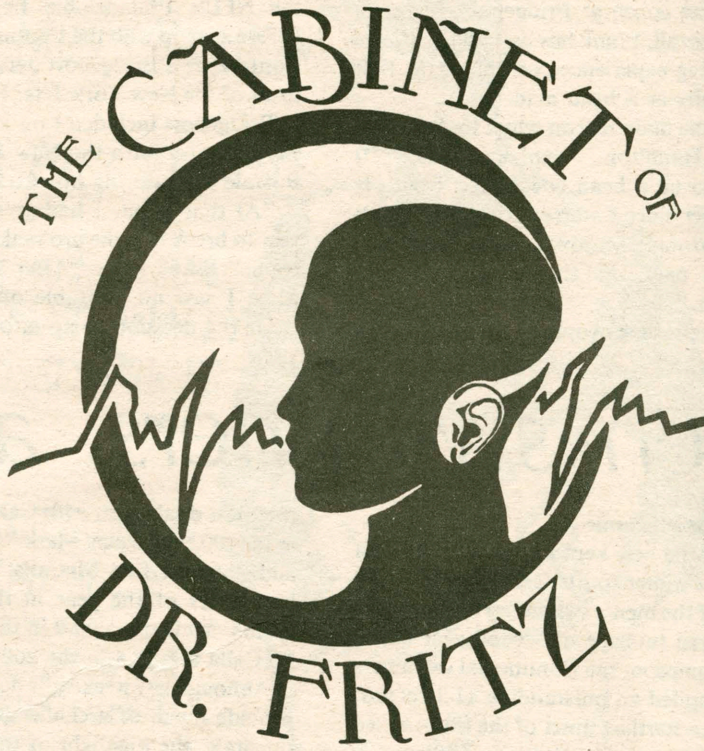

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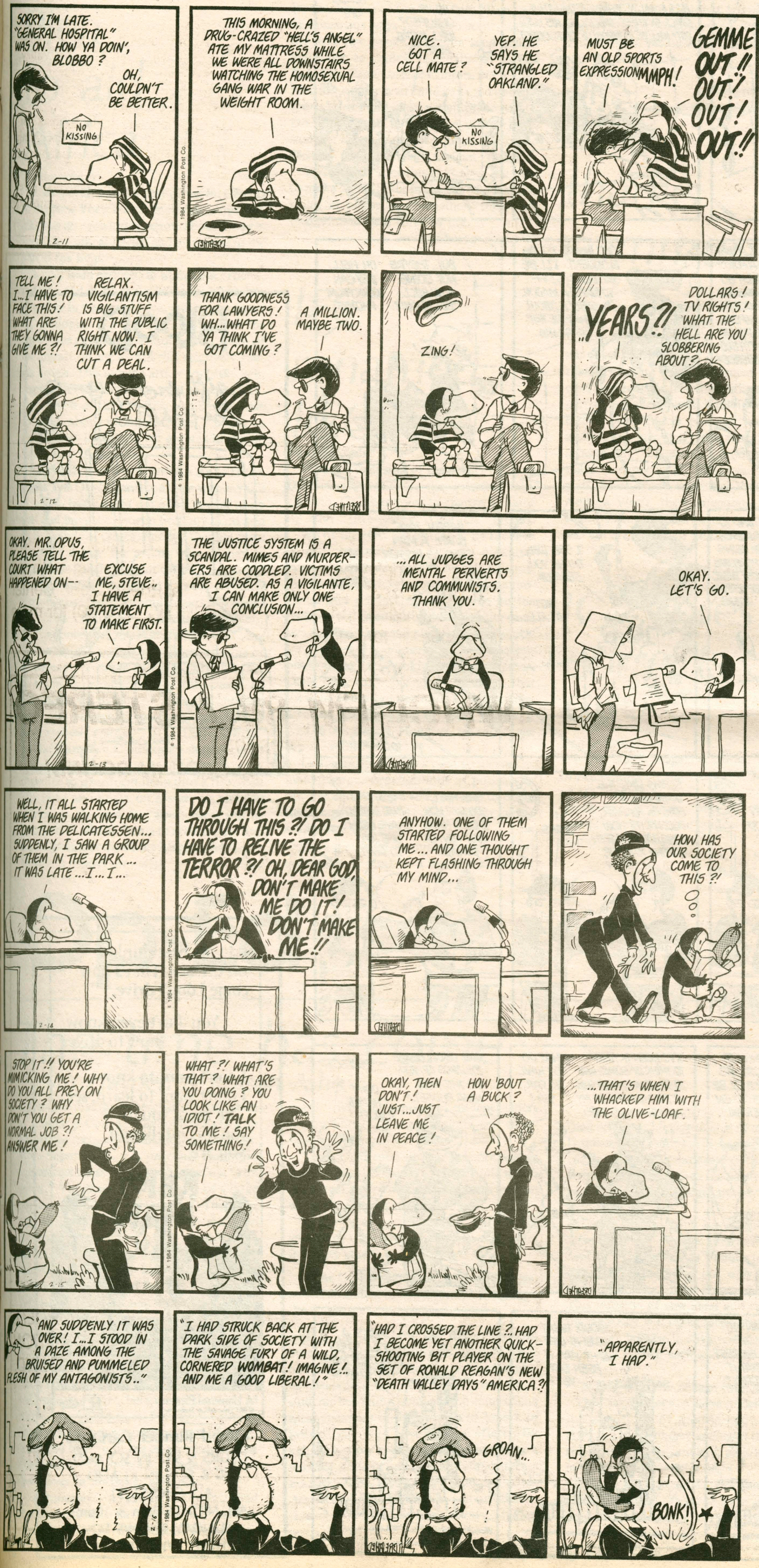

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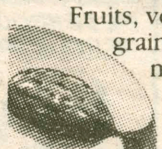

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Be moderate in consumption of alcohol also.

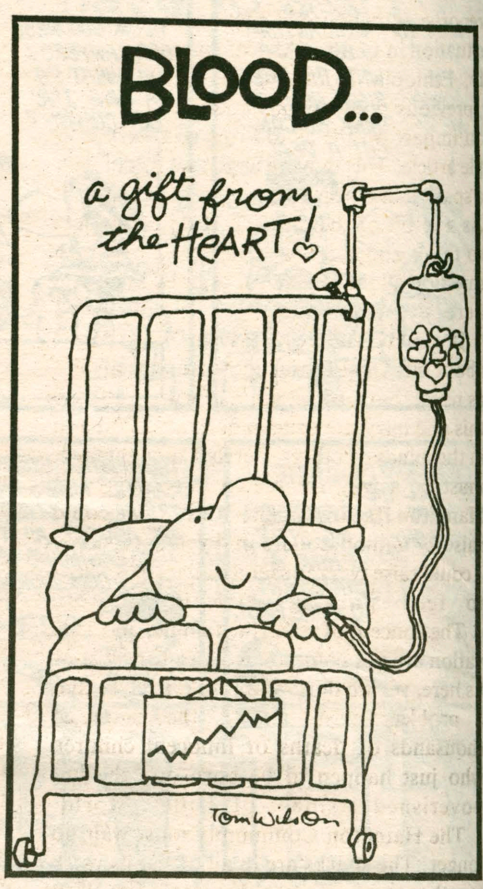
A good rule of thumb is cut down on fat and don't be fat. Weight reduction may lower cancer risk. Our 12-year study of nearly a million Americans uncovered high cancer risks particularly among people 40% or more overweight.

Now, more than ever, we know you can cook up your own defense against cancer.

No one faces cancer alone.

AMERICAN CANCER SOCIETY

Doonesbury



I do my best thinkin' on the bus. That's how come I don't drive.

You don't even know how to drive.

I don't want to know. I don't want to learn, see. The more you drive the less intelligent you are.

A Universal Picture
©1984 Universal City Studios, Inc.

+ Road Runner Cartoons

THURS & SAT IN SCI AUD
FRI & SUN IN KJ AUD
ALL SHOWS $1
ALL NIGHTS 8pm & 10pm
SUNDAY SHOWS TO BENEFIT WHCL-FM 88.7

Letters

Plea to aid Africa

To the Editor:

Last month I read a very powerful OP-ED in the New York Times. Included in this OP-ED was an eyewitness report about the problems in Central Africa and an appeal to the world for help.

I have been exposed to numerous articles, reports, and pictures depicting the inhumane situation in Central Africa, and more recently, Ethiopia. For some reason, all of the previous exposure has not had as much of an impact on me as did this relatively simple article. This moving article really did light a spark in me which I have yet to extinguish. As a result of the OP-ED, and having time to think about its significance, I began to question all that I take for granted in my life here at Hamilton.

It would certainly be easy for me to forget about this OP-ED and continue with my life as usual, but I could not allow myself to do this and bury the issue in both my mind and in the minds of others. Surely I thought there must be a way for me to raise money at Hamilton for this urgent cause. If we could raise 27 million dollars in 4 years, certainly could raise two thousand dollars in 4 weeks to feed starving African children.

The concept of drought, famine, and starvation are not common worries for most of us here, yet we must admit to ourselves that a problem exists and is the cause of thousands of deaths of innocent children who just happen to be born on the impoverished side of the world.

The Hamilton Community must wait no longer. The sparks are in all of: let us work together to transform them into a fire. You can have an impact on a starving child in Africa. In the next few weeks there will be many fund raising events to raise money and help alleviate some of the despair. Nowis the time. Tomorrow will be too late.

Together we can raise $2000 by March 15, 1985. All monies raised will be tunneled through Campus Fund Drive to Oxfam International and will be specifically earmarked for the starving of Central Africa. There will be numerous ways for you to contribute in the next few weeks. You can send checks made out to Oxfam International to Box 79A, Hamilton College Clinton, NY 13323. Also, in addition to fund raising concerts, sports events and other activities, on MONDAY, FEB. 18 in all three dining halls, students will be on hand to collect checks and pledges for starving African children.

You can do something. Now is the time to make a difference in the life of a starving child. So, please, let us together "form a life bridge...and be a force of life."

Sharon Zitrin '87

IFC renamed IGC

To the Editor:

With the inclusion of the sorority Kappa Delta Omega (KDO), the Interfraternity Council (IFC) has voted to change its name to the Intergreek Council (IGC).

We of the IGC are disturbed by the lack of real communication between organizations, students and faculty on this campus. To further the development of a more congenial and productive atmosphere on the Hill, we will open our meetings to the campus at large. Time and place of our bi-weekly meetings will be announced in campus publications (the Weekly Events, Spectator, Daily Bull, etc.). We stress, however, that these meetings are not intended to become a forum for discussion of issues not pertinent to the agenda. However, we encourage input from everyone.

This year the IGC has tried to include as many campus organizations as possible in our projects, and we will continue to do so this Spring, particularly in our efforts for the Campus Fund Drive.

More and better communication and involvement is vital to a healthy Hamilton community. If we cannot communicate, everyone's efforts are wasted. Too many prejudices, dislikes, and bad feelings have been created by a lack of communication. We encourage any and all input from our community. If you are concerned, interested, or even curious, please do not hesitate to contact the IGC.

Sincerely,
Intergreek Council
Michael Bromley, President

ELS thanks community

To the Editor:

On January 18, the Emerson Literary Society presented the fourth "Cabaret." This event was again a success, and the members of ELS would like to extend their thanks to those who contributed to its successfulness. Aside from the audience and the performers themselves, without whom our efforts would have been in vain, others assisted us greatly in the more technical aspects of "Cabaret's" production. We thank notably: Paul McGowan and A-V staff, Mark Pisani and other WHCL staff, Andrew Wertz, the Coffeehouse, Physical Plant, Theatre Department, and our guest M.C.'s Steve Gerard and Gwynn Jones.

Sincerely,
The members of ELS

IGC pres corrects quote

To the Editor:

In the Winter Magazine article, 'The Issue of Fraternities', I was quoted on the subject of IFC donations (p. 8, 2nd column). The quote was accurate, but incomplete. It should be put into the context of 'proportion of total budget'.

Sincerely,
Michael Bromley

Bus your trays

To the Editor:

"PLEASE BUS YOUR TRAYS in the dining halls. Trays which remain on the tables not only look unappetizing and make it difficult to find a seat, but china and silverware shortages occur. ARA does not employ people to take care of un-bused trays and the yearly board fee is priced accordingly. Better service can be provided if employees do not have to spend time picking up after thoughtless diners. Please have respect for friends and bus your tray. Thanks."

Friends of ARA

Repulsed by yearbook

To the Editor:

I am outraged and disgusted with the abuse of editorial license that Mark Russoniello displayed in the 1984 yearbook. Of the few pages of copy, an entire page is devoted to one man's opinion of fraternities. Our class yearbook is not the place for propaganda or personal views. To reserve a page for such purposes is childish and irresponsible. I am repulsed and alienated by my own yearbook because the editor felt he had the right to force his opinion on our entire class. A yearbook is something we should enjoy throughout our lives, yet ours has been used to voice the editor's views. Views that offensive and painful to many of us.

You just don't print your personal bias on an extremely sensitive and explosive issue in a yearbook. It's tacky, tasteless, thoughtless, callous, offensive, unfair, closed-minded, ignorant and above all egotistical. I would like to ask the editor of this year's yearbook to exercise better judgement and sensitivity. Don't abuse your position; people might get a little angry.

Jennifer St.Clair '84

Op-Ed

The time has come

Kevin Hayden & Mason Ashe

It is time that the "liberal arts" curriculum at Hamilton College allow Afro-American history the recognition that it truly deserves. More importantly, it is time that Hamilton students get a less subjective look at the "real world." These are the sentiments of a large number of students at Hamilton. There has been an increasing number of discussions on the lack understanding of the struggles and accomplishments experienced by black Americans, both past and present.

Who can be blamed for this educational deficiency? The elementary school system certainly does not foster this type of awareness in young American children. The secondary school system does not either. One would think that by attending one of the best "liberal arts" institutions in the country that the opportunity to balance this one-sided perspective would exist. However, with the exceptionally poor representation of Afro-American history in the curriculum here at Hamilton, interested students find themselves in no better situation.

Fortunately, a group of concerned Hamilton students have formed an "Ad hoc Committee for Afro-American Studies Program." With the support of student leaders from a variety of organizations, this situation will be rectified.

These concerned students are not asking for anything outrageous. These students are merely asking for what was promised to them when they matriculated.

In the "Academic Purposes and Goals" section of the Hamilton College catalogue, it clearly states:

"The College wishes to advance the personal fulfillment of its students, and through them, the well-being of others."

It is obvious how an Afro-American Studies Program will advance the fulfillment of black students at Hamilton. The increased awareness that will result from black students becoming familiar with some of the great successes of their people in American history, can only have positive effects. By helping supply role models and initiating a sense of pride in previous accomplishments made by other black Americans, an Afro-American Studies Program will instill confidence and promote aspirations to higher goals.

This new confidence and perspective will then influence black students to more readily infuse their different ideas and culture into the acedemic community. This input can only serve to strenghten the partnership and exchange of knowledge among Hamilton students.

Consequently, with the addition of an Afro-American Studies Program, the concept of a "liberal arts" education will be enhanced, benefitting not only the black students but the college community at large. This infusion of new ideas and culture that undoubtedly will take place not only in the classroom but also in day to day communication, will benefit each and every individual involved.

In addition, the college catalogue says: "The College seeks to move students beyond the acquisition of specific knowledge and skills to a wider understanding of themselves, their environment, society, and the manner in which all three interrelate."

An Afro-American Studies Program will give black students a much wider understanding of themselves. Only with a clear view of where they came from and where they are, will they be able to intelligently plan where they can or may wish to go. Black students at Hamilton need to understand that their history is not only a major part of U.S. history, but that it is also a significant part of world history. This heightened awareness will inevitably induce the self-pride that will allow black students to understand that the word "minority" is merely a label given to the numerical reality in America, and thet this label is not an indication that their cultural existence is in any way insignificant. Unfortunately, this irrational idea exists in the sub-conscious thought of many non-black Americans as well. We must combat this unhealthy rationale.

The time has come. It is time that Hamilton College prove to its students (and prospective students) that it is committed to offering a "true" liberal arts education that prepares its students to understand and deal with the growing American society.

It is time that Hamilton students get the *opportunity* to correct an unheathy condition of "tunnel-vision" that may otherwise plague them forever.

Want-ads for the unwanted

Spencer Finch

I find it incomprehensible that as spring approaches (believe it or not) and Seniors rush off to job interviews in Boston and New York, none considers the myriad of employment opportunities available right here on the Hamilton campus. Right in front of our noses are career possibilities in all sorts of fields (especially hay and cow); a job for every graduate, so to speak. I have assembled a listing of some of these (as part of my not-so-subtle campaign for a Campus Service Award) and a brief description of what to expect with each. While every job has its individual appeals, I think I am safe in saying that all are lacking in the location department. For this reason, I have asterisked (*) all positions which have access to a WATTS line-- perhaps a more important consideration than salary when you really think about it.

CAREER CENTER * Working here is just a little paradoxical. Sort of like an alcoholic landing a job at Alcoholics Anonymous. You can't help but wonder why, if it is so easy to get on the wagon, does he/she have a bottle in hand? I , personally, would not be able to handle the metaphysical questions involved, but if you're a limbo sort of person, this might be for you.

LIBRARY * This is not for everyone. These folks may appear mild-mannered, but they like to PARTY. When the doors close at midnight, the staff slips upstairs to the Rare Book Room where they circulate the Ezra Pound Collection of Opium Paraphanelia among themselves. Frank Lorenz had to move over to C&D because the party pace proved too crazy for even his wild disposition. As I said, this isn't for everyone.

COMMUNICATIONS & DEVELOPMENT * After four years of asking Mom and Dad for money, most Hamilton Students are ideally suited for a job with C&D. You'll learn to appreciate people for their "resources", and although Joe probably won't remember your name, he'll be more than happy to tell you that "happiness is positive cash flow". You'll know you're getting somewhere when you get your picture on his wall; almost as special as being invited to Reagan's inauguration.

ART INTERN If money is absolutely your sole concern, there is a little-known, high-paying (4th behind Martin, Moses, and the football coach) position available in the Art Department. Only for extremely cold-blooded capitalists, this internship provides great "hands on" management experience. Superb preparation for the GMATs and frequently seen as a stepping stone for a career with IBM.

ADMISSIONS * Perfect for the person who did not have the nerve to go to the CIA recruitment meeting. You get paid to learn about high school students' taudry pasts and occasionally get a major ("I wasn't really the junior prom queen!") confession in your very office. Good job for people with "inquiring minds"--Brooke Shields reportedly came up for an interview a few years ago, and who knows, Ricky Schroeder and Webster What's-His-Name are coming of college age. Salary is the pits, but there is that "little something extra" which may come your way in April.

WHCL No longer merely "your viable listening alternative", Whcl has hit the big time. Yes, I have been informed that they now get 80 percent of their calls from Utica (woo woo woo!). They will be doing most of their recruiting at MVCC, but there may be room for a HamColgrad with extensive Upstate experience. And the good thing about radio is that it doesn't matter what the hell you look like; all you need is a respectable voice. In fact, even an affected British accent would do; the locals might think you sound like John Lennon.

SECURITY Ideal yuppie career track. Work you tail off for twenty years and be rewarded with a supervisory position and a Saab. Also, there is that holiday "bonus" when towing season rolls around.

REGISTRAR * Just like working for the IRS, but your paycheck comes from the College rather than from Uncle Sam. Distribute graduation audits, class lists, course listings etc. Perfect job if you like to screw over students when they are most vulnerable. I mean, wouldn't you just love to be the one to tell a Senior on May 26 that he/she can't graduate because of failure to pass the swimming test? Right up there with tax collecting if you ask me.

ARA If you really want to know what you've been eating for the last four years, there is one sure way to find out...

DEAN OF HOUSING * If you've lived in a house, you're probably qualified.

DEAN OF STUDENTS * If you've been a student, you've got a shot at it.

PRESIDENT ** If you're in the right place at the right time, you're golden.

The politics of the Campus Fund Drive

Ed Lyon

With the start of a new term come many predictable "resolutions." Among them are the promise to eat less, drink less, and study more. Another, less obvious resolution, is to get more involved in various pet activities. This last item is both good and bad. On the one hand, our involvement in *any* activity is a good way to avoid what outgoing *Spectator* editor Bill Dentzer has called "the convenient trap of indifference which this community sometimes seems openly to embrace." On the other hand, our involvement is too often the kind of singleminded fanatacism that sets up for a really nasty Spring Controversy. Thus, we must examine with care the causes with which we align ourselves, and the goals for which we work.

One such cause which is not so innocent as it might appear is the annual Campus Fund Drive. It is, on the surface, an easy way to become involved in a worthwhile effort to aid worthwhile causes. At its most cynical, even, it is an easy way to assuage our little-Ivy preppy guilt. Letters were sent to heads of student organizations, urging that they marshall support among their constituencies. The organizations responded—for example, the Inter-Greek Council pledged $2000. And so on, and so on. However, the Campus fund Drive is not the philanthropic Pollyanna that it seems. While some of the recipient groups are well-deserved beneficiaries of our collective charity, such as the Clinton ABC House, and the United Way, others are not. I refer specifically to Amnesty International and Oxfam America—two organizations whose stated goals would seem to make them ideal candidates for the fruit of our labors, but whose actual practices make them suspect recipients of charity from as ideologically diverse a community as is Hamilton. These organizations hide under a cloak of innocent altruism, while espousing partisanly political aims that would offend a great many members of the Hamilton community. The fact that they are political at all, I feel, should disqualify them from receiving aid from a community that encompasses as many different viewpoints as ours here at Hamilton.

Ours *is*, despite the complaint that we are all Connecticut preps, an ideologically diverse group. We were split nearly down the middle in our support for President Reagan in the November elections. We include in our number radical feminists, moderate Republicans, and outright Marxists. To attempt to characterize our corporate political stance in any way is just impractical—if not outright ludicrous. Thus, to support any political cause *as an institution* is bad practice—an unfair portrayal of our political orientation, and discriminatory against those who disagree.

And just what is so objectionable about Amnesty International and Oxfam America?

Political partisanship seems a rather redundant charge to level against Amnesty International. They are, after all, dedicated to improving the lot of *political*prisoners, regardless of ideology. Amnesty International was founded in 1961 by Peter Benenson, a London lawyer who was outraged at the imprisonment of two Portuguese whose only crime was to raise a toast to liberty. Amnesty International's aim is to fight the imprisonment of dissidents who are guilty only of voicing their opinion, and who are guilty of no violent crime. They have succeeded in aiding over 13,000 prisoners in European, communist, and third-world nations, and for their efforts were awarded the 1977 Nobel Peace Prize. However, in recent years they have moved away from their original goals. They have begun attacking the *causes* as well as the *effects* of official oppression. This has led to increasing partisanship in what is supposed to be a non-ideologically oriented organization. For example, they have recently, as an organization, come out against capital punishment. This is a perfectly legitimate position in and of itself; however, it has led the organization to support those who, according to Amnesty International's stated goals, would not otherwise merit their support. They have, for example, supported Black Septembrists and Japanese Red Army members who have been sentenced to death. In other words, they are implicitly supporting violent terrorism. Is this the kind of organization that we at Hamilton wish to support?

Oxfam International is even more ideologically and politically biased than Amnesty International. Those of us who gave up a day's worth of meals, in the belief that our suffering would aid the less fortunate, were sadly mistaken—indeed, even misled. Boston-based Oxfam America, founded in 1970 and taking its name from an old English charity, the Oxford Committee for Famine Relief, has, in the words of Fortune magazine, "acquired a huge portfolio of dumb radical ideas." While they claim, in their own words, to "fight world hunger...on a village level...helping people to help themselves," the money we contribute does almost no such thing. Nineteen percent goes to Oxfam fundraising—including those silly little buttons we all wore back in November. Another fifth goes towards administration, salaries, and so on. Even the remaining sixty percent is sapped by Oxfam's "Development Education" program, with purely political objectives. Among other things, they have sponsored a study tour to communist Cuba, provided fundraising for the Nicaraguan *Sandinista* guerillas, and condemned American involvement in El Salvador as another Vietnam. In addition, they have, as an organization, endorsed the November 12, 1983 March On Washington to protest the liberation of Grenada, protested the placement of Pershing missiles in Europe, and protested nearly all facets of United States intervention in Central America. Their political program, while legitimate in and of itself, is certainly not representative of the Hamilton community. Again, I ask, is this the kind of organization that we as a community wish to support?

The purpose of this piece is not to sabotage the Fund Drive. To the contrary, the Fund Drive is a genuinely caring effort spearheaded by genuinely caring people. We must question, though, just where to direct our concern. Many at Hamilton disagree with the political postures of these two organizations; therefore, we should feel no qualms about refusing them our support. This can be done by earmarking our contributions for the less controversial beneficiaries of our largesse, such as the ABC House. On a larger level, examining our participation in any such activity should save us from the twin vices of ignorance and arrogance.

Editorial

The time has come, indeed

The time has come indeed. Just as every liberal arts college should have Women's Studies and International and Comparative politics in its curriculum, every college should include Afro-American studies for the same reasons: to provide the community with a method of understanding the fundamental elements of our characterstically diverse society. Not only are we ignoring the accomplishments, concerns and unique cultural identity of a significant segment of our society, we are effectively handing diplomas to students who may have no conception of the important role that Afro-Americans play in history and, moreover, in the world today. This is hardly representative of a liberal arts education.

However, we need not only Afro-American history courses at Hamilton—we need applicable courses in literature, art, psychology and sociology as well. The benefit to the community as a whole should be strongly considered. As we all know and profess, education leads to understanding, and understanding to communication. Courses in Afro-American studies would be an important step in establishing that understanding among students as well as bridge the ever-present communication gap. The opportunity to take courses which discuss the struggles of Afro-Americans would serve to break down the barriers and dispel the misconceptions held by many members of the college community. So far, a sufficient opportunity has simply not been available.

Our education is not complete if judged by the criterion of the goals stated in the College Handbook because of the serious gap in the curriculum. How can we have "an informed acquaintance with the historical and social forces that have shaped the present and may shape the future" if we either ignore or are ignorant of Afro-American culture, history and literature?

By circulating and signing a petition, the significance of the issue becomes crystallized in the minds of the college population. Awareness is heightened, support is gathered and the call for action beyond the simple agreement that "something should be done about it" is rendered.

Establishing Afro-American Studies as an important part of the college curriculum could help establish similiar programs in our elementary and secondary schools to better inculcate cultural awareness at an early age—the current brief glimpses afforded us in our history and English texts are inadequate. Too many people complete their educations without the slightest idea what Frederick Douglass, Booker T. Washington or Dr. Martin Luther King Jr. said, or that these three men held differing conceptions on how to help Afro-American progress.

The time has come for Hamilton College to recognize the overdue need for Afro-American Studies and act upon that premise in developing a more enlightened curriculum. The students of today are the leaders of tomorow; we need to have the opportunity for a more complete understanding of our society and the cultures within, free from the vices of prejudice and intolerance that stem from ignorance.

Reflecting on Referendums

Credit/No credit. Pass/Fail. Is there a difference? Yes. A big one that extends far beyond the semantics of terminology. The intent behind the change is justified: to prevent the seeming abuses of the no-grade option by elevating the minimum grade standard for credit from a "D-" to a "C-" and to penalize failures by averaging an "F" or a "FF" into the student's index. Grades in the "D" range will receive the nebulous "No Credit" on the transcript.

This last notation is interesting. It indicates that performance in the course under the credit/no credit mode wasn't quite good enough for a unit toward graduation (even though the exact same performance in the course taken for a grade would unequivocally warrant credit toward graduation), while not quite bad enough to justify a failing mark. An awkward double standard.

The good thing about the change is that it could possibly elevate the intellectual climate in the classroom by ferretting out those people who *plan* to get a D- when electing the pass/fail option. No one would dare take a class under the new option unless s/he were certain to get at least a C-, a perilous wager for those numerous phobics who get apoplexy at the thought of mathematics or economics (the two most commonly used disciplines of the P/F option). The prospect wouldn't be so menacing to some if the only change were in raising the threshhold for credit; the passive "no credit" would not smear the transcript and thus shouldn't prevent the curious student from taking the suspect course.

But, under the pending credit/no credit rules, the student would, in weighing the pros and cons of taking a course, have to understand that failure would result not only in no credit (a serious penalty in itself given the requirements for graduation) but the failure would be averaged in as well. So the student is left with three options regarding his or her decision to take a class: (1) Use the new option, work hard, possibly get a 69, receive no credit towards graduation; (2) Take it for a grade, work hard, possibly get a 69, receive credit and a D^s; or (3) Don't take the course at all. Failures in each mode would have the same effect, further distancing the prospective registrant from that challenging course altogether.

This is not to suggest that all that Hamilton students care about is grade potential in determining what courses are to be chosen. However, the new policy creates serious disincentives to those who would experiment in new areas. We can only hope that the spirit of academic freedom unconstrained by the consideration of grades will be present. For unless this is the case the new rules will make Hamilton less and less a liberal arts establishment.

The last Winter Term?

Winter Term has come and gone. Not a great deal of emotion resulted from its annual passage: Plants and Man, Lots of Parties, Public Policy Process, London Theater Excursion, Ski Club, Overcrowded Pub, Plenty of winter weather—in short, much of the lifestyle we are accustomed to during the month of January has gone unchanged.

But the fate of January term has yet to be decided.

For many of us, January is a month of convalescence from the duly tortuous rigors of fall term; a 3½ week vacation whose itinerary is planned out well in advance, with many specific requirements on which to base our selections: nothing before noon; 4 days of class; no paper, one paper, two papers the upper limit; no reading; lots of reading and no writing, etc, etc. The Calculus of planning for the January cruise would impress even those comfortable with multi-variables. But, to no avail, the luxury of our largesse has its consequences as well.

Since Winter Term has taken on the characteristic of an extra big toe in the eyes of many (though certainly not all) students, faculty and administrators, the "powers that be," have been examining the question: What do we do with Winter Term? Get rid of it hoping that some of the desirable qualities currently extant are absorbed into whatever alternative is chosen to replace the current curriculum? Or do we keep it and hope it improves? If we keep it (as many on campus believe we should), how can we (the entire community) work together to try and salvage the positive qualities while effectively eliminating the negatives? Can students, faculty and administrators work more closely together, to exchange different views from different perspectives in order to solve, not escape from the problem? We believe it must be done.

For many of us, Winter Term is, as the catalogue states, a valuable time "set aside for independent research, discovery, and exploration; for choosing to study something completely new. . .or for electing time away to integrate educational growth with career plans." These are the goals of the curriculum as it stands now—goals not worth sacrificing unless the replacement can offer something better.

So far, the Curriculum Committee has offered no alternative and discussion of the issue has been tabled for now. But soon, it will be resurrected and a decision made.

Now is the time for that exchange of ideas. Speak your mind to the powers that be, because it is all too often that we realize how much we appreciate something only after its gone.

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Columbia Scholastic Press Association

Events

Saturday, February 16

- Women's Basketball Invitational Tournament. 2:00 pm Consolation Game. 4:00 pm Championship Game. Scott Fieldhouse. 2:00 pm.
- Women's Squash at Middlebury. 3:00 pm.
- Newman Mass. Father John Croghan. KJ Red Pit. 6:30 pm.
- Women's Swimming State Championships at Colgate. 7:00 pm.
- Men's Varsity Basketball vs. Rochester. Home 8:00 pm.
- *Repo Man* (plus Road Runner Cartoons). Sci. Aud. 8:00 & 10:00 pm.
- *The Third Man.* KJ Aud. 8:00 & 10:00 pm.
- "The Fuzz Club" featurinng Absolute Grey & Hi Tops. Proceeds to Benefit WHCL-FM. McEwen Dining Hall. 8:00 pm.

Sunday, February 17

- Chapel Service. Rev. Jeffrey Eaton. Chapel. 10:30 am.
- Newman Mass. Father John Croghan. Chapel. 1:00 pm.
- *Repo Man* (plus Road Runner Cartoons). KJ Aud. 8:00 & 10:00 pm.
- *The Third Man.* Sci. Aud. 8:00 & 10:00 pm.

Monday, February 18

- Mock Interviews. TV Studio. Johnson Building (sign-ups required). 1:00 to 4:00 pm.
- Short Course: Word Processing Using TXT Form. Burke Library (room 005). 4:00 pm.
- Mandatory ACEP Orientation Meeting. KJ Red Pit. 4:30 pm.
- Journal Club Meeting. A talk by Carol S. Rupprecht, Associate Professor of Comparative Literature. "Dreams: God's Forgotten Language?" BCC Dwight Lounge. 8:00 pm.

Tuesday, February 19

- Mock Interviews. TV Studio. Johnson Building. (sign-ups required.) 9:00 am to noon.
- Newman Mass. Father John Croghan. Chapel. 12:00 noon.
- German Department presents: *Frankenstein.* Johnson Building (room 308). 4:00 & 7:00 pm.
- Career Exploration Workshop. Career Center. (sign-ups required). 7:30 pm.
- Interviewing Workshop. TV Studio. Johnson Building (sign-ups required). 7:30 pm.
- Men's Varsity Basketball vs. Albany. Home. 8:00 pm.

Wednesday, February 20

- Newman Mass and Distribution of Ashes (Ash Wednesday). Father John Croghan and Rev. Jeffrey Eaton. Chapel. 12:00 noon.
- Short Course. Word Processing Using Multimate Part I. Burke Library (room 005). 4:00 pm.
- Informational Meeting. The Hamilton Term in Washington Progress Fall 1985. KJ Red Pit. 4:15 pm.
- Men's Varsity Squash vs. Rochester. Home. 7:00 pm.
- Geology Club Lecture: Dr. Christopher J. Potter, Dept. of Geological Sciences, Cornell University, "Recent COCORP" Results in Western USA." Science Aud.
- Philosphy Department presents: *The Missles of October.* KJ Red Pit. 7:30 pm.
- Men's Varsity Hockey vs. Union. Home. 7:30 pm.
- Wednesday Night is LIVE in Bundy Dining Hall. Featuring Dan Holmes. 9:30 pm.

Thursday, February 21

- Newman Mass. Father John Croghan. Chapel. 12:00 noon.
- Short Course. Word Processing Using Multimate Part 2. Burke Library (room 005). 4:00 pm.
- Faculty Club Dinner. Azel Backus House. 5:30 pm.
- Samuel Kirkland Film Society presents: *Dawn of the Dead.* Sci Aud. 8:00 & 10:00 pm.
- Foreign and Fine Film Society presents: *Mean Streets.* KJ Aud. 8:00 & 10:00 pm.
- Dance Concert. "Talking Drums." Sponsored by Music Department and BLSU. Alumni Gym. 8:30 pm.

Friday, February 22

- Newman Mass. Father John Croghan. 12:00 noon.
- Winter Carnival Weekend (See Separate Schedule)
- Women's Varsity Basketball at State Championships.
- Men's and Women's Winter Track and Field. NYSAIAW. Home.
- Samuel Kirkland Society presents: *Dawn of the Dead.* KJ Aud. 8:00 & 10:00 pm.
- Foreign and Fine Film Society presents: *Mean Streets.* Science Aud. 8:00 & 10:00 pm.

Saturday, February 23

- Winter Carnival Weekend (See Separate Schedule)
- Women's Varsity Basketball at State Championships
- Men's Swimming at State Championships.
- Men's and Women's Winter Track and Field. NYSAIAW. Home.
- Men's Varsity Squash at Vassar with Amherst. 12:00 noon.
- Women's Varsity Squash at Vassar. 2:00 pm.
- Film presentation featuring Robert Breer, Animator. KJ Aud. 2:00 pm.
- Newman Mass. Father John Croghan. KJ Red Pit. 6:30 pm.
- Men's Varsity Basektball at Hartwick. 8:00 pm.
- Samuel Kirkland Film Society presents: *Dawn of the Dead.* Sci. Aud. 8:00 & 10:00 pm.
- Foreign and Fine Film Society presents: *Mean Streets. KJ Aud. 8:00 & 10:00 pm.*

Sunday, February 24

- Chapel Service. Rev. Jeffrey Eaton. Chapel. 10:30 am.
- Newman Mass. Father John Croghan. Chapel. 1:00 pm.
- Performance. Ballet de Puerto Rico. Sponsored by Latin Awareness Week. Minor Theater. 2:00 pm.
- Women's Film Society presents: *You Have Struck a Rock and South Africa Belongs to Us.* KJ Aud. 4:00 pm.
- Senior Recital. Laura Cunningham, mezzo-soprano. Chapel. 4:00 pm.
- Samuel Kirkland Film Society presents: *Dawn of the Dead.* KJ Aud. 8:00 & 10:00 pm.
- Foreign and Fine Film Society presents: *Mean Streets* Sci. Aud. 8:00 & 10:00 pm.
- Latin Awareness Week presents: *When the Mountains Tremble.* Chem Aud. 8:00 & 10:00 pm.

Miscellaneous

- The Red Cross Bloodmobile will be at the Bristol Campus Center (2nd floor) on Tuesday February 26 from 9:30-3:15. Sign up at Commons and McEwen in Thursday, Friday and Monday during lunch and dinner.
- The deadline for declaring a leave of absence for the Fall 1985 term is Friday, March 1. Students considering a leave of absence (even though the plans may be tentative) should register with Dean Millet or Dean Rosenfeld.
- Student Advisor and Head Resident applications for 1985-86 are available in the Dean of Students Office. Application deadline is Wednesday, February 27.
- To students returned from study abroad: You are invited to fil out an evaluation form about the program you were on. The forms can be picked up in the Dean's Office, second floor of KJ. Those would studied abroad during 1983-84 are still urged to do the evaluations if they have not yet done so. Your comments can be of great help to new applicants for foreign study. Dean Rosenfeld also urges all returned students to come in and talk about their experiences abroad.

Off Campus

- To obtain information about and application packets for the Clinical Medical Network's Summer Clerkship Program, contact the CMN, Utica College od Syracuse University, Burrstone Road, Utica, NY 13502, telephone 724-4131.